DOCUMENT RESUME

ED 356 425 CE 063 543

AUTHOR	West, Lynda; And Others
TITLE	Vocational Resource Educator Handbook (Third Edition).
INSTITUTION	Missouri Univ., Columbia. Missouri LINC.
SPONS AGENCY	Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE	Sep 92
NOTE	353p.; Supercedes ED 322 325.
AVAILABLE FROM	Instructional Materials Laboratory, University of Missouri, 8 London Hall, Columbia, MO 65202 (order no. 95-0004-I: $24.90).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC15 Plus Postage.
DESCRIPTORS	*Disabilities; Educational Diagnosis; Guides; Inservice Teacher Education; Job Placement; *Mainstreaming; Postsecondary Education; Program Evaluation; Resources; *Resource Teachers; Secondary Education; State Programs; Statewide Planning; Student Evaluation; *Student Placement; Teacher Responsibility; *Teacher Role; *Vocational Education; Vocational Education Teachers; Vocational Followup
IDENTIFIERS	*Missouri

ABSTRACT

This handbook is designed to serve as a guide for vocational resource educators (VREs) in Missouri. It contains basic information that is helpful to VREs as they work with students with disabilities in vocational education programs. It begins with a discussion of the role of the VRE, a nonteaching position. The following section summarizes pertinent legislation. The handbook identifies seven goals for VREs: (1) develop a communication network; (2) assist in assessment and appropriate program placement; (3) facilitate the mainstreaming process; (4) serve as a resource to vocational instructors; (5) provide job placement and follow-up; (6) provide inservice for other staff; and (7) evaluate a VRE's program. Each goal statement is followed by a series of questions and answers that may be translated into objectives and activities to accomplish the goal. Resources and additional references are listed for each goal to provide other sources on the topics. Appendixes include a glossary, postsecondary VRE resources, information on services for disadvantaged students and sex equity/nontraditional students, Missouri definitions of disabilities, and a history of the Missouri VRE model. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED356425

CE063543

VOCATIONAL RESOURCE EDUCATOR HANDBOOK

Lynda West, Arden Boyer-Stephens, Deborah Estey
and Maurita Miller

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

F Drake

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Missouri Department of Elementary and Secondary Education

BEST COPY AVAILABLE

Vocational Resource Educator Handbook

(Third Edition)

Lynda West, Arden Boyer-Stephens, Deborah Estey

and Maurita Miller

Produced by:

Missouri LINC
401 E. Stewart Road, Room 200
Columbia, MO 65211
(314) 882-2733

Missouri Department of Elementary and Secondary Education

Revised, September 1992

This activity was supported in whole or in part by funds from the Department of Elementary and Secondary Education, Division of Vocational and Adult Education. However, the opinions expressed herein do not necessarily reflect the position or policies of the Missouri Department of Elementary and Secondary Education or the Division of Vocational and Adult Education, and no official endorsement should be inferred.

This Book is Available From:

Instructional Materials Laboratory
8 London Hall
University of Missouri-Columbia
Columbia, MO 65211

314/882-2883
Or call Toll-Free 1-800-669-2465

ACKNOWLEDGMENTS

The first edition of the VRE Manual was published in the early 1980s by Lynda West. The second edition was produced by Arden Boyer-Stephens with the following educators serving as advisory committee members:

Miles Beachboard
Jean Kuttenkuler
Beverly Lewis
Maurita Miller
Rosemary Wood

This third edition was updated and revised by Deborah Estey and Maurita Miller to reflect changes brought about by the passage of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. The resources provided by Missouri LINC aided greatly in the 1992 revision of this handbook.

TABLE OF CONTENTS

INTRODUCTION viii

THE ROLE OF THE VRE ix

LEGISLATION 1

GOAL 1: DEVELOP A COMMUNICATION NETWORK

Overview 17
How Can the VRE Build Rapport with Administrators? 17
How Can a VRE Tie Into the Needs of Vocational Educators and Vice Versa? 18
How Can the VRE Encourage the Involvement of Parents? 19
How Does the VRE Assist in Motivating Students and Providing Career Guidance? 20
What Are Some Suggested Techniques and Strategies to Deal with Attitudinal Barriers? 23
Who Are Some of the People with Whom a VRE Needs to Coordinate and Work? 24
What Are Some Additional Ways the VRE Can Become Involved in the Family and Community? 25
What is the Role and Composition of a VRE Advisory Committee? 26
Resources 29
Additional Resources and References 46

GOAL 2: ASSIST IN ASSESSMENT AND APPROPRIATE PROGRAM PLACEMENT

Overview 49
What is Assessment? 50
Who is Responsible for Assessment? 51
How Does a VRE Assist/Participate in Assessment? 51
What Kind of Information Can Be Gained from a Formal Vocational Assessment That Can Be Used in the Development of an IEP? 52
What Are Entry Level Skills (ACCESS SKILLS) and How Do They Relate to Assessment and Program Placement? 52
What is Early Entry? 54
Are There Other Ways to Prepare Students for Vocational Programs in Addition to Early Entry? 54
How Are Program Placement Decisions Made? 55
What Procedures Does a VRE Use When Recommending Vocational Program Placement? 56
How Does the Concept of the Least Restrictive Environment (LRE) Affect Placement Decisions? 56
How Does a VRE Ensure Proper Support Services Are Available? 58
What is the VRE's Role in Notifying Students with Disabilities and Their Parents About Vocational Training Options? 58

Resources 60
Additional Resources and References 80

GOAL 3: FACILITATE THE MAINSTREAMING PROCESS

Overview 81
What Is an IEP and Why Is It Necessary? 82
What Is the Secondary VRE's Role in the Development of the IEP? 83
How Does the IEP Process Work? 84
Who Is on the IEP Committee? 85
What Kind of Information Is Necessary to Formulate an Appropriate IEP? 85
What Information Is Needed By the VRE to Assist in the Development of the Vocational Components of the IEP? 86
What Is the Vocational Instructional Management System (VIMS) and How Can It Affect the IEP Process? 88
What Is the VRE's Role in Implementing the IEP? 90
How Does the VRE Ensure IEP Implementation? 90
What Information Does the VRE Need for the IEP Review? 90
What Questions Should the VRE Be Prepared to Answer at the IEP Review? 91
What Is an Individualized Written Rehabilitation Program (IWRP) and Who Is Responsible? 91
Does the Job Training and Partnership Act (JTPA) Require a Plan? 92
What Are the Roles and Responsibilities of Other Vocational Special Needs Personnel in Developing or Implementing Various Plans? 92
Resources 94
Additional Resources and References 108

GOAL 4: SERVE AS A RESOURCE TO VOCATIONAL INSTRUCTORS

Overview 111
How Can a VRE Assist Instructors in Providing for Student Needs? 111
What Instructional Techniques Can the VRE Share with Vocational Instructors? 112
How Does Information on Student Learning Styles Affect Teaching Techniques? 113
How Can the VRE Assist Vocational Instructors with Classroom Management? 114
What Are Some Strategies That Will Help Increase Safety for Students with Disabilities? 114
What Are Some Sample Resources in the Area of Curriculum? 116
What Are Some Examples of Community Resources? 119
What Are Some State and National Resources Available to a VRE? 119
How Can Students Be Involved in Monitoring Their Progress? 121
What Are Some Alternative Methods of Evaluating the Progress of Students with Disabilities? 121

What Information Is Available to Assist the VRE in Providing Instructors with Alternatives to Grading Students with Disabilities? 122
What Are Some Procedures for Selecting Instructional Materials? 123
What Are Some Guidelines and Procedures to Assist the Instructor in Adapting Instructional Materials? 127
What Are Some Equipment Modifications That a VRE Might Recommend? 129
Resources 131
Additional Resources and References 183

GOAL 5: PROVIDE JOB PLACEMENT AND FOLLOW-UP

Overview 185
What Is Transition from School to Work? 185
What Is the VRE Role in the Transition Process? 188
What Transition Services Are Required by Federal Law? 188
What Linkages Can the VRE Develop and Maintain in Order to Provide Transition Services for Students? 193
How Can the VRE Assist the Instructor in Preparing the Student for Placement? 194
How Can the VRE Assist Students in Long-Range Career Planning? 195
How Can the VRE Assist the Vocational Instructor in Providing Potential Employers with Accurate Information About Students with Disabilities? 196
What Strategies are Available to the VRE that Will Facilitate Job Retention? 197
How Does the VRE Work in Coordinating Services with the Vocational Adjustment Coordinator (VAC)? 198
What Can the VRE Do to Assist in Job Placement? 198
What Placement Responsibilities Does a VRE Have If There Is No Placement Specialist or VAC? 199
Resources 200
Additional Resources and References 207

GOAL 6: PROVIDE INSERVICE FOR OTHER STAFF

Overview 211
Who Attends/Needs Inservice for Improving Vocational Programming for Students with Disabilities? 211
What Types of Inservice and Other Professional Development Topics Are Appropriate for VREs to Implement? 212
What Components Are Necessary in the Development of an Effective Inservice Presentation or Workshop? 213
How Is the Planning Committee Selected? 213
How Are Needs Assessed and Inservice Topics Identified? 214
What Are Workshop Objectives? 214
Who Is Responsible for Inservice Presentations? 215
What Are Some Inservice Resources and How Are They Selected? 216

How Is an Effective Inservice Learning Climate Established? 216
What Are Some Different Types of Presentations That Are Appropriate Inservice Activities? 217
How Is the Inservice Evaluated? 218
What Are Some Resources for Planning Inservice Programs? 218
Resources 220
Additional Resources and References 228

GOAL 7: EVALUATE A VRE'S PROGRAM

Overview 229
How Can VREs Evaluate Their Programs? 229
When Should Evaluation Take Place and What Should Be Evaluated? 229
How Can the VRE Evaluate His or Her Own Performance? 231
What Are Some Examples of Annual, Monthly, and Daily Activities Appropriate for a VRE? 231
Does the State Department Monitor/Evaluate Programs? 232
Does Special Education Have a Similar Program Monitoring Review? 232
Resources 232
Additional Resources and References 255

GLOSSARY 257

APPENDICES

Postsecondary VRE Resources 267
Services for Disadvantaged 301
Sex Equity/Nontraditional Students 303

MISCELLANEOUS

Missouri Definitions of Disabilities 311
History of Missouri VRE Model 315

INTRODUCTION

The purpose of the *VRE Handbook* is to serve as a guide for Vocational Resource Educators in Missouri. It contains basic information that will be helpful to VREs as they work with students with disabilities in vocational education programs. The Handbook identifies seven goals for VREs. Each goal statement is followed by a series of questions and answers which may be translated to objectives and activities to accomplish the goal. This Handbook identifies the "major" concerns VREs have as they perform their role in individual settings according to school policies. References and additional resources are listed for each goal to provide other sources on the topics, should more detailed information be needed.

Increased sensitivity to the human rights of all people has brought about a greater awareness that people with disabilities can indeed assume roles as productive workers in our society. In the past, persons with disabilities have been a part of the population for whom minimal vocational or employment opportunities were available. Because there were very few training programs available to people with disabilities, they were untrained, underemployed or unemployed. Some were placed in sheltered workshops, but many more were without any type of work identity. Many were never able to rise above an entry-level position and were rarely a part of the regular work force in terms of seniority and promotions. The problem was circular--there were limited vocational opportunities because of the lack of training, and there was limited training because of the lack of job placement opportunities.

THE ROLE OF THE VRE

The Vocational Resource Educator (VRE) is a nonteaching position. The role and responsibilities are: to assist students with disabilities in appropriate vocational education program placement; provide appropriate vocational opportunities with reasonable vocational education objectives; provide such resource assistance to vocational teachers as obtaining resource materials, advising and assisting in equipment and curriculum modifications, acting as a liaison with other school and agency personnel; and to assist in the placement of students into gainful employment after training.

Activities of the VRE may include: participation in the Individualized Education Program (IEP) development (secondary); coordination with the Division of Vocational Rehabilitation (secondary and postsecondary); facilitating placement in appropriate vocational education classes/programs; assisting the vocational director/dean/counselor in integrating students into the mainstream; working with sending schools to coordinate instructional goals; providing readers, interpreters, and notetakers; advising and assisting in curriculum modification needs; and serving as a community/agency/parental liaison.

Although VREs do not have direct teaching responsibilities, they do have regular contact with the students. The VRE is a person to whom students with disabilities can turn when they are experiencing difficulty. If a teacher perceives a student has a problem or need that should be handled outside the classroom, the VRE works to find the most appropriate solution or resource for solution of the problem. The VRE's responsibility is to assure that the student's vocational education needs are being met.

The VRE has direct responsibility to other staff members to provide services and/or resources which help them as they work directly with students with disabilities. Because the VRE is a facilitator, the specific responsibilities are identified jointly with special education personnel and administrators, according to the needs of each school.

The role of the VRE requires that he/she serve as an advocate of students with disabilities in each of their environments--school, home and community. VREs have a primary responsibility to assure students and teachers that they have appropriate resources available so that their mutual success is facilitated.

Postsecondary and secondary VRE roles are similar in many respects; they both help to ensure vocational success. This handbook is designed to provide the VRE with information and resources which will aid him/her in the role of facilitating success for students with disabilities enrolled in vocational education. Postsecondary VREs often utilize different materials, formats and resources since they work with adult students. A special section in this manual is offered to them for specific postsecondary resources and information.

LEGISLATION

LEGISLATION

CARL PERKINS ACT

The Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990

(Public Law 101-392)

This law protects students who are disadvantaged and disabled. The term "disadvantaged" refers to individuals (other than those with disabilities) who need special assistance to succeed in vocational education. This includes students with economic and academic disadvantages, migrants, LEP (students with limited English proficiency), dropouts, and potential dropouts. This provision of services occurs at the secondary and postsecondary levels and may encompass a variety of activities. This Act is focused on creating a quality workforce.

Purpose:

The purpose of the Act is to "make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population" (Sec. 2). This legislation encompasses a shift from a job-skills orientation to the broader purpose of learning/thinking skills through vocational education and linking thought with action (Wirt, 1991).

This purpose is to be "achieved through concentrating resources on improving educational programs leading to academic and occupational skill competencies needed to work in a technologically advanced society" (Section 2).

Special Populations:

The new Perkins Act provides "Assurances of Equal Access for Special Populations" (Section 118). The term "special populations" replaces the term "special needs students" and includes individuals with disabilities, educationally and economically disadvantaged individuals, foster children, individuals in sex-equity programs, and individuals in correctional institutions.

These individuals must have equal access to all activities open to nonmembers of special populations, including:

- Recruitment, enrollment, and placement activities
- A full range of vocational education programs
- Occupationally specific courses of study
- Cooperative education and apprenticeships
- Career guidance and counseling services

Students shall not be discriminated against on the basis of their status as members of special populations.

Students from special populations and their parents must be informed no later than the beginning of ninth grade of the vocational training options available to them:

- Opportunities available in vocational education
- Requirements for eligibility for enrollment in those programs
- Specific courses that are available
- Special services that are available
- Employment opportunities
- Placement

The information described above and assistance with admissions should be provided upon request. To the extent practicable, information should be provided in a language and form the parents and students understand.

Assurances:

Students who are members of "special populations" must be assisted in entering vocational educational programs. Transitional services requirements must be fulfilled for students with disabilities. (Individuals with Disabilities Education Act - 1990)

Special needs must be assessed for students participating in programs receiving assistance under Title II. The assessment should be in regard to the student's successful completion of the vocational education program in the most integrated setting possible.

Supplementary services to students from special populations must be provided and include:

- Supportive personnel
- Curriculum modification
- Equipment modification
- Classroom modification
- Instructional aids and devices

Guidance, counseling, and career development must be provided by professionally trained counselors and teachers who are associated with providing special services like those listed.

Counseling and instruction must be provided in order to facilitate transition from school to post-school employment and career opportunities.

Measures of learning and competency gains (student progress in achievement of basic and advanced academic skills) and the assessment of special needs of students participating in vocational education regarding their success in the program.

Funding:

Funding for this Act is more narrowly focused. Funds may be used to improve vocational education programs in a limited number of sites and a limited number of program areas that offer FULL participation of individuals who are members of special populations. In addition, priority is given for funding to sites and programs that serve the HIGHEST CONCENTRATION of individuals who are members of special populations.

Funds must be used to provide vocational education programs that are of such size, scope, and quality to be effective, as well as to integrate academic and vocational education through coherent sequences of courses so that students achieve both academic and occupational competencies. In addition, funds must provide equitable participation in such programs for the special populations consistent with the assurances and requirements in section 118 of the Perkins Act.

"In carrying out the above provisions, funds can be used for the following:

- Upgrading curriculum;
- Purchase of equipment, including instructional aids;
- Inservice training of both vocational instructors and academic instructors working with vocational education students for integrating academic and vocational education;
- Guidance and counseling;
- Remedial courses;
- Adaptation of equipment;
- Tech Prep education programs;
- Supplementary services designed to meet the needs of special populations;
- A special populations coordinator paid in whole or in part who shall be a qualified counselor or teacher to ensure that individuals who are members of special populations are receiving adequate services and job skill training;
- Apprenticeship programs;
- Programs that are strongly tied to economic development efforts in the State;
- Programs which train adults and students for all aspects of the occupation, in which job openings or projects are available;

- Comprehensive mentor programs in institutions of higher education offering comprehensive programs in teacher preparation, which seek to fully use the skills and work experience of individuals currently or formerly employed in business and industry who are interested in becoming classroom instructors and to meet the need of vocational educators who wish to upgrade their teaching competencies; and

- Provision of education and training through arrangements with private vocational training institutions, private postsecondary educational institutions, employers, labor organizations, and joint labor-management apprenticeship programs whenever such institutions, employers, labor organizations, or programs can make a significant contribution to obtaining the objectives of the State plan" (Bicanich, 1990).

The formula for allocating funds to the secondary level will be based on three criteria. Seventy percent of the allocation will be based on the Chapter 1 funds of the district. Twenty percent will be based on the number of students with disabilities who have Individualized Education Plans (IEPs). Ten percent will be based on the number of students enrolled in school and adults enrolled in training programs. Postsecondary and adult program funding will be based on the number of Pell Grant recipients enrolled.

Integration of Academic and Vocational Education:

The 1990 Perkins Act also mandates that sites integrate vocational and academic competencies in order to ensure that all vocational education graduates are equipped with skills necessary for employment. Math, writing, reading, and science will be taught in vocational education programs, and academics will be taught using a more hands-on approach. The focus is on increasing vocational education's ability to enhance learning and thinking skills of all students.

Accountability:

This new legislation requires all states to develop a statewide system of core standards and measures of performance, including:

- Measures of learning and competency gains, including student progress in the achievement of basic and more advanced academic skills

- One or more measures of performance including:

    1) Competency attainment;

    2) Job or work skill attainment or enhancement including student progress in achieving occupational skills necessary to obtain employment in the field for which the student has been prepared, including occupational skills in the industry the student is preparing to enter;

3) Retention in school or completion of secondary school or its equivalent; and

4) Placement into additional training or education, military service, or employment (AVA Guide to the Perkins Act, 1990).

- Incentives or adjustments that are:

    1) Designed to encourage service to targeted groups or special populations; and

    2) For each student, consistent with the student's individualized education program (IEP) developed under section 614(a)(5) of the Education of the Handicapped Act, where appropriate.

- Procedures for using existing resources and methods developed in other programs receiving Federal assistance (AVA Guide to the Perkins Act, 1990)

Each vocational program must be evaluated annually.

Transition:

Transition services are mandated in Section 118.c. Counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities must be provided. Eligible institutions must provide guidance, counseling, and career development services to facilitate transition for students with disabilities.

Collaboration:

Cooperation among agencies that serve the diverse needs of individuals with disabilities is mandated. "Vocational education planning for individuals with disabilities will be coordinated between appropriate representatives of vocational education, special education, and State vocational rehabilitation agencies" (Sec.118.a). Vocational educators, special educators, and vocational rehabilitation counselors must work together for vocational education planning as well as for monitoring vocational education for individuals with disabilities.

Monitoring Vocational Education for Individuals with Disabilities:

Provision of vocational education for individuals with disabilities must be monitored. "The provision of vocational education to each student with disabilities will be monitored to determine if such education is consistent with the individualized education program (IEP) developed for such a student under section 614(a)(5) of the Education of the Handicapped Act" (Section 118.a).

All states are required to develop a statewide system of core standards and measures of performance which includes measures of learning and competency gains, including student progress in the achievement of basic and more advanced academic skills.

Monitoring for Other Special Populations:

The provision of vocational education will be monitored to ensure that students with disadvantages and students of limited English proficiency have access to such education in the most integrated setting possible; and the requirements of this Act relating to individuals who are members of special populations will be carried out under the general supervision of individuals in the appropriate State educational agency or State Board who are responsible for students who are members of special populations and will meet education standards of the State educational agency or State Board. (Section 118.a)

Tech Prep Education Programs:

To help build the quality workforce proposed by this Act, it mandated that Tech Prep programs be developed and operated. The law states Tech Prep programs shall:

> "consist of the 2 years of secondary school preceding graduation and 2 years of higher education, or an apprenticeship program of at least 2 years following secondary instruction, with a common core of required proficiency in mathematics, science, communications, and technologies designed to lead to an associate degree or certificate in a specific career field" (Section 344.a).

Vocational education teachers, counselors, and other educators should be provided with inservice training regarding Tech Prep programs. Tech Prep education program curricula should be developed. Furthermore, individuals who are members of special populations should be provided equal access to the full range of technical preparation programs, including the development of Tech Prep education program services appropriate to the needs of such individuals. (Section 344[b][6])

SPECIAL EDUCATION LEGISLATION

Individuals with Disabilities Education Act (I.D.E.A.)

(Public Law 101-476, amends P.L. 94-142) - 1990

- Ensures that a free, appropriate education will be made available to all children with disabilities;

- Assists state and local education agencies in providing this education;

- Assesses the effectiveness of these educational efforts; and

- Provides children with disabilities and their parents with the assurances of due process.

- Guarantees:

  1) Due process
  2) Confidentiality and recordkeeping
  3) Least restrictive environment
  4) Appropriate planning
  5) Nondiscriminatory assessment
  6) Services for ages 5-21
  7) Individualization
  8) Appointment of parent surrogate, if necessary
  9) Children in private settings will receive services

- Mandates transition services for students with disabilities. I.D.E.A. defines transition services as:

> "...a coordinated set of activities for a student, designed within an outcome-oriented process, that promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation."

- States that the IEP must include:

> "a statement of the needed transition services for students beginning no later than age 16 and annually thereafter (and, when determined appropriate for the individual, beginning at age 14 or younger), including, when appropriate, a statement of the interagency responsibilities or linkages (or both) before the student leaves the school setting."

This change in legislation now requires the educational planning team to look beyond annual goals and determine long-range goals and activities which must take place to ensure that needed services and supports are intact for students in their adult life. Vocational educators can play an important role in preparing students for life after graduation. They can greatly enhance the strengths and minimize the concerns of students who have been involved in vocational programs.

Important changes according to I.D.E.A.:

Person first language - ex. "student with learning disabilities" rather than "learning-disabled student."

The term "individual with a disability" is used to replace the term "handicapped person."

Traumatic Brain Injury and Autism are two new categories of disabilities included under this new law.

Rehabilitation Counseling and Social Work Services are eligible related services supported by I.D.E.A.

A new emphasis on long-range transition goals and objectives, intended to ready students for adult roles.

I.D.E.A. supports the coordination of services required under Carl Perkins and mandates coordination and interaction between vocational education, special education, vocational rehabilitation, and social service agencies.

I.D.E.A. authorizes federal funding (provided through competitive grants) for school districts to coordinate with mental health agencies to provide services for children with serious emotional disturbances (Bulletin, Fall 1991).

IEP's required by PL 94-142 must now also include: a statement of needed transition services and if appropriate, a statement of interagency responsibilities. When participating agencies fail to provide agreed-upon transition services, the IEP team will reconvene to develop alternative strategies to meet the transition objectives.

Assistive devices and technological services must be provided for any student who needs such services in order to receive a free, appropriate education.

Multiple transitions must be addressed; for example, from medical care to school, between residential and community placements, between separate and regular classroom settings.

I.D.E.A. requires that schools notify parents of a proposed change in a child's educational placement, and that the child be kept in the existing program pending any appeals.

CIVIL RIGHTS LEGISLATION FOR INDIVIDUALS WITH DISABILITIES

The Americans with Disabilities Act of 1990 (ADA)

P.L. 101-336

This Act is considered the Civil Rights Bill for people with disabilities.

ADA is designed to provide consistent, enforceable protections from discrimination against individuals with disabilities, similar to those provided on the basis of sex, race, national origin, age, and religion.

ADA defines individuals as "disabled" if:

- They have a physical or mental impairment that substantially limits one or more of their major life activities (walking, talking, breathing, working);

- They have a record or history of such an impairment and are discriminated against because of it; or

- They are regarded by others as having such an impairment and are discriminated against because of it.

This protection includes:

- HIV-positive individuals
- People with AIDS
- Individuals with sensory problems
- Individuals with walking or breathing difficulties
- Individuals with mental disabilities
- Individuals with contagious diseases
- Able-bodied people who are in a relationship with a disabled individual

ADA guarantees equal opportunity for individuals with disabilities in five major areas:

- Public accommodations/services operated by private entities: Businesses and services used daily by the public, including schools, cannot exclude persons with disabilities. New buildings must be accessible to people with disabilities, and existing facilities must remove barriers if the removal is "readily achievable" (easily accomplished).

- Transportation: New public transit vehicles and private transit providers (buses and rails) must be accessible to individuals with disabilities.

- Public services: State and local government operations, including schools, may not discriminate against qualified individuals with disabilities. In addition, public facilities, services, and communications must be accessible to individuals with disabilities.

- Telecommunications: Any company offering telephone access to the general public (e.g., airports, hotels, and other businesses) must offer telephone relay service to individuals who use telecommunications devices for the deaf. This service must be available 24 hours a day, 7 days a week at regular rates by July 26, 1993 (Council for Exceptional Children, 1990).

- Employment: Employers may not refuse to hire or promote a "qualified" (able to perform the essential functions of the job) person with a disability. Employers must also make "reasonable accommodations" for individuals with disabilities (ones that do not impose undue hardship on the operation of the business). Appropriate accommodations should be requested by the prospective employee and agreed upon through collaboration with the employer.

Implications for Transitioning Students:

Students should be aware of their rights under ADA so that they know when their rights are being violated.

Students interviewing for a job should obtain a description of the essential functions of the job prior to the job interview. This will help them prepare for discussing what "reasonable accommodations" might be needed. Employers are required to provide this job description to prospective employees.

Students should be prepared to discuss their disabilities in connection with job performance. Employers cannot directly ask if they have a disability, but will probably ask about strengths and limitations related to the prospective job.

Students should be familiar with the types of reasonable accommodations that may be needed to help them perform the essential functions of the job.

The Rehabilitation Act of 1973
P.L. 93-112

This Act provides the civil rights legislation necessary to enforce the provision of the two education acts. Section 504 describes the framework within which students with disabilities and their parents can initiate a complaint against a school for discrimination. If discrimination charges are found to be valid, federal funds can be withheld. This includes colleges and universities, vocational programs, governments, places of employment, hospitals and clinics, and any public or private group which receives financial assistance from federal government.

Section 502 - Accessibility Legislation

Emphasizes expanding the freedom of individuals with disabilities through removal of architectural barriers and difficulties with transportation to work. Provides for federally funded buildings and activities to be accessible to all people with disabilities.

Section 503 - Affirmative Action Legislation

Requires that every employer doing business with the federal government under a contract for more than $2,500 take affirmative action to recruit, hire, train, and promote individuals with disabilities. Those agencies holding contracts of $50,000 or more and having at least 50 employees are required to develop and maintain an affirmative action program which sets forth policies and practices regarding employees with disabilities.

Section 504 - Nondiscriminatory Legislation

> "No otherwise qualified handicapped person in the United States...shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This includes the availability of free, appropriate, nondiscriminatory public education, including postsecondary education.

Section 504 also prohibits discrimination in recruitment, testing, admissions, and services. However, a postsecondary institution does not have to make all classroom buildings physically accessible if provisions are made that open all programs to students with disabilities. Auxiliary aids and adaptive devices can be provided by Vocational Rehabilitation or a charitable group, but may be the responsibility of the institution.

The Rehabilitation Act of 1973 as amended defines the term "individual with severe handicaps" as a person:

> "(i) who has a severe physical or mental disability which seriously limits one or more functional capacities (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills) in terms of employability;
>
> (ii) whose vocational rehabilitation can be expected to require multiple vocational rehabilitation services over an extended period of time; and
>
> (iii) who has one or more physical or mental disabilities resulting from amputation, arthritis, autism, blindness, burn injury, cancer, cerebral palsy, cystic fibrosis, deafness, head injury, heart disease, hemiplegia, hemophilia, respiratory or pulmonary dysfunction, mental retardation, mental illness, multiple sclerosis, muscular dystrophy, musculoskeletal disorders, neurological disorders (including stroke and epilepsy), paraplegia, quadriplegia, and other spinal cord conditions, sickle cell anemia, specific learning disability, end-stage renal disease, or another disability or combination of disabilities determined on the basis of an evaluation of rehabilitation potential to cause comparable substantial functional limitation." (Gettings & Katz, 1988, p. 141)

The 1983 Amendments (P.L. 98-221) to the Rehabilitation Act authorized demonstration projects to provide transition from school to work for youth with disabilities.

The 1986 Amendments (P.L. 99-506) required states to plan with clients for transition from school to work and provided financial support for training and placement of persons with disabilities into supported and competitive employment. This was to be accomplished through state Vocational Rehabilitation services: diagnosis, evaluation, counseling, referral, placement, and medical care including artificial limbs, wheelchairs, or other special devices. Vocational training including cost of tuition was also included (Missouri Protection and Advocacy Services, 1990). In addition, the Amendments ensure access to computers and other electronic equipment in places of federal employment. Services for persons with disabilities so severe as to limit employment are to receive comprehensive services for independent living including housing, transportation, and health maintenance among other services (Gettings & Katz, 1988).

The Rehabilitation Act is currently being reauthorized to initiate changes and establish levels of funding.

OTHER RELEVANT LEGISLATION

Job Training Partnership Act (JTPA)
P.L. 97-300 - 1982

JTPA authorized programs which prepare unskilled adults and youth for productive employment. It gives training to people with limited income or facing serious barriers to employment. The Act also provides for employment and training for permanently laid-off and older workers. State and local governments have the primary responsibility for administration of job training programs and administration under JTPA.

JTPA funds education, on-the-job training, and referral and counseling services designed for transition of economically disadvantaged persons into the work force through joint public-private sector initiatives using Private Industry Councils (PICs).Though not specifically created for individuals with disabilities, JTPA programs often serve this individual also.

JTPA mandates interagency cooperation and the integration of business/industry with agencies serving unemployed persons. PICs, composed of private and public sector representatives, have been developed in 15 regions of Missouri. These councils are within Service Delivery Areas (SDAs) and are empowered to use federal funds for programs leading to employment.

The Senate will soon vote on JTPA amendments that would split the current block grant program into separate year-round projects for youths and adults. The House and Senate have similar bills which are expected to be merged.

The President is expected to sign the final compromise bill; however, changes would not take place until January, 1993. (Vocational Training News, 4/16/92)

The Developmental Disabilities and Bill of Rights Act Amendments of 1990 - 101-496

This Act places higher priority on employment-related services and a lower priority on social-development services for persons with developmental disabilities.

Developmental disability is defined as:

- A severe, chronic disability
- Attributable to mental or physical impairment
- Manifested before age 22 and
- Likely to continue indefinitely,
- Resulting in substantial functional limitations in 3 or more major life activities:
    1) Self-care
    2) Receptive/expressive language
    3) Learning
    4) Mobility
    5) Self-direction
    6) Capacity for independent living
    7) Economic sufficiency
- Reflecting need for special lifelong care or treatment, individually planned and coordinated.

This definition includes persons with:

- Mental retardation
- Autism
- Cerebral palsy
- Epilepsy
- Head injury
- Learning disability related to brain dysfunction

The Act makes it possible for youth with severe disabilities to pursue competitive employment goals by authorizing grants to support the planning, coordination, and delivery of specialized services to persons with developmental disabilities. The Act also mandates the establishment and operation of a federal interagency committee to plan for and coordinate activities related to persons with developmental disabilities. This law further requires states to set up protection and advocacy systems for persons with developmental disabilities (Horne, 1991).

Fair Labor Standards Act (FLSA)
P.L. 99-486 - 1986

- Sets wage, hour and employment standards that impact most American workers, including young people.

- Has significance for school-based vocational training programs for students with special needs.

- Includes safeguards for persons employed in sheltered workshops and similar sites for persons with physical and mental disabilities.

- Establishes the difference between an employer/employee relationship in which an employee MUST be paid and an employer/trainee relationship in which the trainee does NOT have to be paid.

- The following six criteria must be met in order to establish a nonpaid, employer/trainee relationship:

  1) The training must be similar to what would be given in a vocational school.

  2) The training is for the benefit of the student-trainees.

  3) The student-trainees do not displace regular employees, but work under their observation.

  4) The employer providing the training derives no immediate advantage from the activities of the student-trainees.

  5) The student-trainees are not necessarily entitled to a job when their training is completed.

  6) The employer and the student-trainees understand that the trainees are not entitled to wages for the training time.

All six criteria must be met in order for a "training" situation to exist.

Resources

National Level:

President's Committee on Employment of Persons with Disabilities
1111 20th Street, NW
Washington, D.C. 20036
(202) 653-5044

U.S. Architectural and Transportation Barriers Compliance Board
1111 18th Street, NW
Washington, D.C. 20036-3894
1-800-USA-ABLE (Voice or TDD)

U.S. Senate Subcommittee on Disability Policy
113 Senate Hart Office Building
Washington, D.C. 20510
(202) 224-6265

American Vocational Association (AVA) Publications
1410 King Street
Alexandria, VA 22314
(904) 336-2740

National Information Center for Children and Youth with Disabilities (NICHCY)
P.O. Box 1492
Washington, D.C. 20013
1-800-999-5599

Regional Civil Rights Director
Office of Civil Rights, Region VII
P.O. Box 901381
Kansas City, MO 64190-1381
(816) 891-8026

For any number in the federal government:
Capitol information operator (202) 224-3121

For any question regarding legislation: (202) 225-1772

U.S. Department of Justice
Civil Right Division
Coordination and Review Section
P.O. Box 66118
Washington, D.C. 20035-6118
(202) 514-0301
(202) 514-1381 (TDD)

For special versions of GED tests:
American Council on Education
GED Testing Service
One Dupont Circle NW
Washington, D.C. 20036-1163
(202) 939-9365

Office on the ADA
Civil Rights Division
U.S. Department of Justice
P.O. Box 66118
Washington, D.C. 20035-6118
(202) 514-0301

HEATH Resource Center
One Dupont Circle Suite 800
Washington, D.C. 20036-1193
1-800-544-3284
(202) 939-9320

The Council for Exceptional Children (CEC)
1920 Association Drive
Reston, VA 22091
(703) 620-3660

For a copy of any bill or law: U.S. Senate Document Room
(202) 224-7860
U.S. House of Representative Document Room
(202) 225-3456

For information on regulations for a law: Call the government department which is sponsoring or administrating a particular law -for example, I.D.E.A.-P.L. 101-476, U.S. Dept. of Ed. (202) 401-0765

Division of Regulation Management: (202) 401-2884

State Level:

Missouri Protection and Advocacy Services
925 South Country Club Drive, B-1
Jefferson City, MO 65109
(314) 893-3333 or 1-800-391-8667

Missouri Vocational Special Needs Association (MVSNA)
101 Madison
Jefferson City, MO 65101

MPACT (Missouri Parents Act, Inc.)
1722 West South Glenstone
Suite 125
Springfield, MO 65804
(417) 882-7434 or 1-800-666-7228

Division of Vocational Rehabilitation
2401 East McCarty Street
Jefferson City, MO 65102
(314) 751-3251

Disability Determinations Section
2401 East McCarty Street
Jefferson City, MO 65201
(314) 751-2890

Department of Elementary and Secondary Education (DESE)
P.O. Box 480
Jefferson City, MO 65102
(314) 751-4212

Department of Mental Health
1706 East Elm Street
Jefferson City, MO 65101
Office of Administration
(314) 751-4055
Legislative Liaison
(314) 751-2881
Division of Mental Retardation and Developmental Disabilities
(314) 751-4054
Division of Comprehensive Psychiatric Services
(314) 751-5212

Missouri LINC
401 E. Steward Rd.
University of Missouri
Columbia, MO 65211
(314) 882-2733 or
1-800-392-0533 (Missouri only)

For ADA technical assistance:
4816 Santana Circle
Columbia, MO 65203
(314) 882-3600
1-800-359-9590

DEVELOP A COMMUNICATION NETWORK

GOAL 1: DEVELOP A COMMUNICATION NETWORK

Overview

Communicating with a variety of individuals, updating information and passing needed information along to the right person requires superior organizational skills. In addition to communication, the coordination of services with school personnel comprises a major role for the Vocational Resource Educator (VRE).

As well as communicating and coordinating services with school district personnel, the VRE also has the responsibility of working with parents and other community members to assure they are aware of the programs available to students with disabilities. The *Missouri Vocational Planner's Guide*, based on the Carl Perkins Act (P.L. 101-393), requires that:

> Information will be provided no later than the beginning of the ninth grade year to students who are members of special populations and their parents concerning the opportunities available in vocational education together with the eligibility requirements for enrollment in vocational education programs.

The community becomes important due to the thrust towards transition of students from school to work. Not only must the VRE be familiar with options within the school, but options for a student upon graduation should be communicated to parents. The VRE's responsibility may be direct or indirect; that is, the VRE may need to provide information or assist others in the dissemination of available resources and information. More concerning transition and community options can be found in Goal 5.

The VRE is responsible for assuring that public relations efforts are directed toward understanding students with disabilities in terms of their potential as students and employees. The VRE works with community organizations to help inform their memberships about the training opportunities that are available for students with disabilities.

Advisory committees are excellent resources for program support. The VRE is responsible for making certain that they are appraised of the school's efforts at preparing *all* students to become wage earners.

How Can the VRE Build Rapport with Administrators?

VREs need to develop relationships with many administrators, including:

- Vocational School Director,
- Superintendents of sending school districts,
- Principals of sending schools,
- Special Education Directors/Administrators of sending schools,
- Guidance and Counseling Directors of sending schools,
- School Board members, and

- State Department Personnel in both Special Education and Vocational Special Needs.

Building rapport with administrators, as with all people, is an evolutionary process. Consider the goals of the institution and the roles and responsibilities of the administration. Interacting with the administrative team is crucial to the establishment of rapport and will take time. Remember to:

- Effectively communicate with the administration on specific goals and objectives of the VRE (both Vocational Education and Special Education).

- Arrive at a consensus in terms of short term and long range goals. A sample of a Quarterly Objective Form is provided in the Resources for Goal 1.

- Clarify the position of the administration regarding growth of programs/services for students with disabilities.

- Facilitate a flow of information to administrators. Keep them informed of program growth, direction and scope.

- Acknowledge administrative support when it is given.

- Follow protocol (formal and/or informal).

Some specific activities to help increase communication and coordination may be:

- Presentations at superintendent's meetings.

- Presentations at local school board meetings.

- In-service information sessions at faculty or departmental meetings (special education, counselors, administrators).

- Brief letter describing achievements of the year, or an article in the sending school's newsletter, if available.

How Can a VRE Tie Into the Needs of Vocational Educators and Vice Versa?

A VRE should develop an understanding of the needs of vocational instructors and other school district personnel (special education teachers, counselors, etc.). He/she should indicate interest and enthusiasm for the other's activities and expertise. A team approach is best utilized; enlist the aid of other educators in developing common goals and activities. Team development should include:

- Defining the roles of staff,
- Identifying the expertise each team member possesses,

- Providing for easy and smooth communication,
- Providing opportunities for staff interaction,
- Identifying common goals and objectives,
- Identifying strategies to reach the goals,
- Choosing the appropriate strategy to meet the goal,
- Identifying the best implementors and strategies for implementation, and
- Identifying evaluation strategies to determine if goals are reached.

Some activities a VRE can engage in to help meet the needs of vocational instructors and develop a "teamwork" approach are:

- Become familiar with class competencies, textbooks and resources.

- Spend as much time as possible in the classroom or lab.

- Meet with instructors regularly to discuss student progress.

- Brainstorm new teaching strategies, classroom management skills, etc., with instructors.

- Conduct a needs survey to determine possible areas for inservice training. (More on inservice training can be found in Goal 6.)

- Recognize instructors for their willingness to adapt curriculum to the needs of students.

How Can the VRE Encourage the Involvement of Parents?

This is one of the public relations aspects of the VRE's role. Sharing information with parents is necessary if their involvement is desired. Vasa (1980) suggests the following:

- Host an open house and tour of the vocational facility.

- Involve parents in VRE advisory committee.

- Develop the habit of corresponding with parents regarding the success of their children. Encourage instructors to do the same. Sample Progress Report Forms can be found under the Resources for Goal 1.

- Provide inservice programs of interest to parents. Tie in the local parent groups such as Association of Children with Learning Disabilities (ACLD) and Association for Retarded Citizens (ARC).

- Make home visits to get to know the parents' interests, concerns, and needs. Coordinate visits with other instructors to avoid duplication.

- Offer individual, small or large group meetings with parents.

It is sometimes assumed by educators that parents are apathetic about their child's education because of the parents' lack of involvement. In reality, parents may choose noninvolvement for any of a number of reasons, such as: fears of inadequacy in discussions with educators, unsuccessful past contacts with the school, and failure to understand the role the school expects of them. In talking with parents, ask and listen to their opinions, accept them as equals, meet them at home if necessary and avoid using educational jargon. Through communication with parents, vocational education personnel can:

- Obtain information useful in an assessment of a student;

- Obtain information about the student's experiences and expectations from the perspective of parents;

- Increase the opportunities for individual students by involving parents in the educational process;

- Transmit information about parents' rights and responsibilities under the law; and

- Obtain support from groups of parents for the expansion and alteration of present vocational programs to better accommodate the student with disabilities.

Parents, in turn, should be informed by educators about:

- Interpretation of vocational assessment information,
- The options the vocational education program offers,
- What to expect from the school vocational program,
- The program's safety standards and provisions,
- The ways parents can support the acquisition of specific skills,
- The grading and evaluation procedures utilized by the school system,
- The performance of their respective children in the vocational program, and
- Information regarding the options available to their children after graduation.

An article dealing with parental involvement is in the Resources for Goal 1.

How Does the VRE Assist in Motivating Students and Providing Career Guidance?

Students with disabilities may enter the learning situation with feelings of low self-esteem. They may feel discouraged and helpless about their futures. New situations may be alien territory in which they are afraid of failure. They may be unfamiliar with work models and therefore have a limited knowledge of worker expectations. Ideas for helping students to develop positive attitudes toward themselves and the learning task include the following:

- Plan success-guaranteed learning opportunities, i.e., small enough steps for success to be inevitable,

- Assure that students have frequent feedback on their progress and performance,

- Plan ways for students to be able to define for themselves successful completion of a task,

- Help students establish their own attainable goals,

- Help other students learn to recognize success of others,

- Allow for slow reactions/responses to questions,

- Expect students to attain success,

- Encourage students to put forth special effort,

- Make directions explicit,

- Provide opportunities for positive peer relationships through team or small group activities,

- Encourage participation in student and/or community groups, e.g., school, clubs, and church groups,

- Emphasize importance of student organizations and encourage students to join appropriate organizations,

- Provide opportunity for students to talk with workers who have disabilities similar to those of the student,

- Coordinate with other teachers, counselors and parents so everyone involved with the student can reinforce the same behaviors, and

- Talk with students to determine ways they can be helped to succeed.

A sample form which may be useful for recording conferences with students, coordinating action plans and, in general, keeping track of student goals and progress can be found in the Resources for Goal 1.

Other students can also learn to interact more effectively with the student with disabilities. It is vital that time be spent preparing other students to work with students having disabilities. Other students can be a great source of assistance within the classroom, but it is important that they approach the task in a manner that is helpful rather than condescending or patronizing. However, be sensitive to the fact that some students do not want to be treated differently. They do not want nondisabled students to know about their learning problems or stand out in any way. Work around this by making special help or materials available to other students seeking help. Some activities that can be done with nondisabled students are as follows:

- Spend time talking about various disabilities and the effects those disabilities have on the lives of people who live with those disabilities,
- Provide opportunity for students to have simulated experiences with being disabled for part of a day,
- After simulation, provide opportunity for students to talk about frustrations and feelings during the time they were "disabled",
- Include students who are disabled in discussions so they can share their own frustrations,
- Assist the instructor in establishing a "buddy system" in the classroom, e.g., have students work together to get equipment out and put away,
- Establish procedures whereby students help other students if they don't understand an assignment, and
- Involve all students in planning ways they can help each other.

In order for any of the above ideas to work, it is important that a cooperative atmosphere be established in the entire school. The mainstreaming process requires that everyone work together to maximize the learning opportunity for students with disabilities.

CAREER GUIDANCE

VREs can help with the career guidance needs of students in a variety of ways:

- Provide information, as is required by the Carl Perkins Act, on vocational program options to parents and students, as well as counselors and special education teachers. Sample letters to parents can be found in the Resources for Goal 2.
- Conduct presentations in junior and senior high classes on vocational education options.
- Provide information on career education resources to special educators and counselors.
- Develop and provide each sending school with a list of potential guest speakers, including those who are in "nontraditional careers".
- Conduct small group discussions for career exploration purposes.

- Provide individual career counseling for those students who need more intense planning and exploration.

- Hold Career Fairs with community employers to talk with students.

- Develop employer contacts to enable students to "shadow" a worker in a job that the student has an interest in learning more about.

- Encourage parents to become guest speakers in their various occupations.

- Develop a career resource room or become familiar with materials available to the student in the counseling office.

What Are Some Suggested Techniques and Strategies to Deal with Attitudinal Barriers?

Perhaps the most important point to remember concerning negative attitudes toward students with disabilities is that ignorance and fear play a large part in forming and maintaining attitudinal barriers. The development of these attitudes did not happen suddenly; breaking down negative attitudes is a slow process.

Initially, the VRE should develop a positive relationship with individuals whose attitudes are negative. If there are poor attitudes toward students with disabilities, these attitudes are often directed toward personnel, such as VREs, who work with that population. A VRE first needs to establish him/herself as a competent professional within the eyes of persons with negative attitudes. Communication skills are essential, and a sense of humor is vital.

Some techniques which may be helpful in developing positive professional relationships are:

- Demonstrating interest in the instructor's program area,

- Listening "actively" to the instructor's problems or complaints,

- Offering help with curriculum or test development,

- Giving recognition/praise for activities the instructor performs which benefit students (i.e., new curriculum developments, talking individually to students, giving extra help, etc.),

- Assisting the instructor to understand the characteristics of adolescents and slowly build the instructor's knowledge of functional limitations of students with disabilities (i.e., the instructor has a nondisabled troublemaker in the class. As the VRE makes suggestions on behavior management skills, the opportunity arises to describe some of the problems that students with behavior or learning disabilities have in relation to others.),

- Using labels (mentally retarded, learning disabled) are **not** as helpful in trying to change negative attitudes as descriptions of learning problems and possible solutions to those problems, and

- Providing information on learning/teaching strategies and encouraging teachers to try them out. (Many work well for "nondisabled" students, too).

If an instructor with negative attitudes has a student with a disability in the class, the main objective is to work toward developing a productive or positive relationship between the two. Achieving a level of personal involvement with a student with disabilities makes it easier to improve negative attitudes. Some strategies for decreasing attitudinal barriers include:

- Have the instructor meet and talk with the student prior to enrollment or starting the class,

- Ensure that the instructor understands the student's learning problems and possible solutions,

- Distribute "success stories", especially to recognize individual instructor's achievements in helping a student with a disability,

- Work closely with the instructor on designing alternate learning strategies,

- Meet with the student and the instructor at least monthly to review progress/concerns,

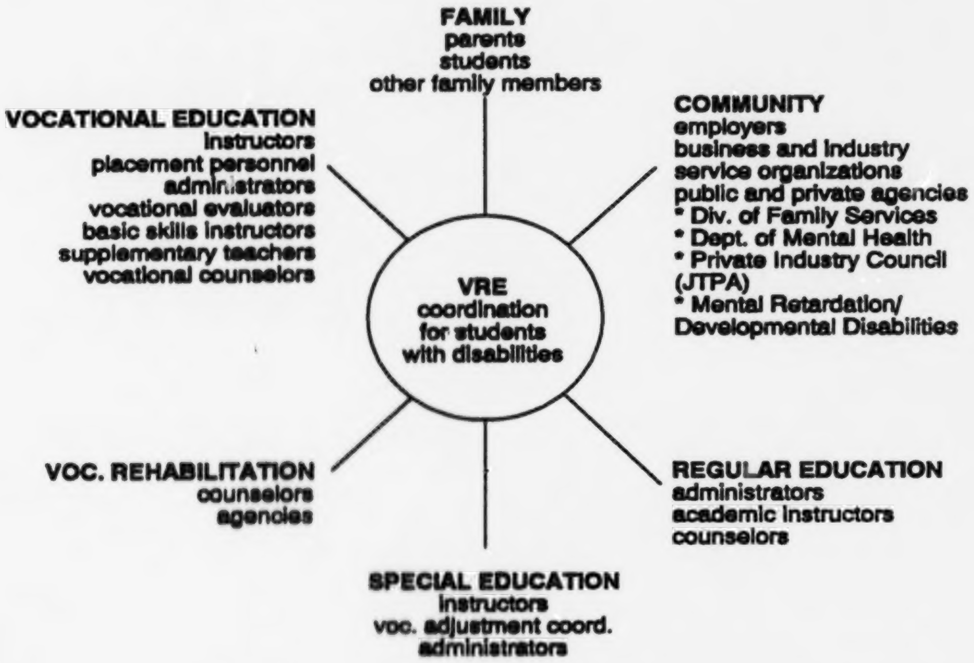
- Provide in-service training for instructors designed to allow them to experience a simulated disabling condition,

- Develop a list of potential guest speakers who have disabilities for different program areas.

However, if all efforts continually fail to build a positive relationship between the instructor and the student, the VRE may need to examine the placement and take action to find an appropriate alternative placement, if necessary, to improve the student's learning environment.

Who Are Some of the People with Whom a VRE Needs to Coordinate and Work?

As the following diagram illustrates, there are people from many sectors of the community who the VRE will want to link with in coordinating services to students with disabilities.


FAMILY
parents
students
other family members
VOCATIONAL EDUCATION
instructors
placement personnel
administrators
vocational evaluators
basic skills instructors
supplementary teachers
vocational counselors
COMMUNITY
employers
business and industry
service organizations
public and private agencies
* Div. of Family Services
* Dept. of Mental Health
* Private Industry Council (JTPA)
* Mental Retardation/ Developmental Disabilities
VRE
coordination
for students
with disabilities
VOC. REHABILITATION
counselors
agencies
REGULAR EDUCATION
administrators
academic instructors
counselors
SPECIAL EDUCATION
instructors
voc. adjustment coord.
administrators

In order to coordinate with the school, the VRE needs to have a good working relationship with school personnel, particularly administrators, special educators, and counselors. To work effectively with the family, the VRE needs to encourage the involvement of the parents and students. The VRE can link with the community through advisory committees, as well as professional and personal community involvement.

What Are Some Additional Ways the VRE Can Become Involved in the Family and Community?

By participating in community activities the VRE can build a strong community and family base of support for the vocational special needs program. The VRE can join organizations or attend activities sponsored by school, citizen, business, labor, civic, or special interest groups. By being a consumer of local products and business, the VRE can build linkages with families and community members. The following are but a few of the ways VREs can network with the community.

- Arrange speaking engagements,
- Develop program brochures,
- Provide audio-visual presentations,
- Attend social functions,

- Hold an open house,
- Conduct inservices,
- Visit related agencies in the community,
- Organize and/or serve on advisory councils/boards,
- Distribute business cards,
- Write letters of introduction,
- Join civic organizations, and
- Attend community decision-making meetings.

What Is the Role and Composition of a VRE Advisory Committee?

Missouri Statute (178.560 RSMo.) requires local education agencies (LEAs) which operate vocational education programs and receive state and federal vocational education funds to establish and maintain an advisory committee for vocational education. Additionally, Department policy indicates that local advisory committees may be established for (a) vocational program areas, (b) the school, (c) the community, and (d) the region in which the LEA is located. Advisory committees must be composed of representatives of the general public including at least one representative each of (a) business, (b) industry, and (c) labor. In addition, local committees must have appropriate representation of both sexes and an appropriate representation of the racial and ethnic minorities found in the area which the committees serve. Local advisory committees must advise the LEA on: (a) current job needs, (b) the relevance of programs being offered in meeting current job needs, and (c) developing the LEA annual application for vocational education funding. It is appropriate for LEAs to retain a current roster of all advisory committee members and to maintain a file of minutes of advisory committee meetings.

The advisory committee, in the case of the VRE, is organized to support programming for the continuation of services for students with disabilities. Suggested specific functions for an advisory committee include:

- Identify current vocational programming needs,

- Supply job information,

- Provide curriculum advice,

- Assist in developing student selection criteria,

- Encourage student organization involvement,

- Plan strategies for student placement in the world of work,

- Foster promotion of students with disabilities in vocational education,

- Identify and adapt equipment,

- Plan strategies to recruit and serve students with disabilities, and
- Identify services/resources available and applicable for transition from school to work or further education.

Current regulations state that advisory committees must be representative of the total school service area. Members may be selected to represent:

- Geographic sections of the school service area,
- A variety of business and industry representatives, particularly those predominant in the area,
- Both labor and management,
- Parents of vocational education students,
- Former vocational students,
- Various age levels,
- Different educational levels, and
- Both male and female students with disabilities, as well as racial and ethnic minorities found in the area served by the program (Behymer, 1985, p. 7).

The size of the committee should be considered, as those with more than 15-18 people become ineffective as it is difficult for any individual to make a significant contribution in a large group. A committee of 9-12 persons would constitute a good working group.

An advisory committee should never be organized unless its advise is earnestly sought with intent to implement. Individuals willingly devote valuable time to serve on advisory committees if they are allowed to help, with the understanding that their ideas will be considered and appreciated. The following criteria are useful in selecting individuals to serve in an advisory capacity:

- The individual must be willing to serve,
- The individual must have expertise and interest in the area of concern,
- The individual must be willing to devote sufficient time to perform the necessary duties, and
- Potential or new members should be approved by other committee members.

VRE advisory committees may also be selected from:

- Vocational Instructors,
- Special Education Instructors,
- Vocational Rehabilitation Representatives,
- Chamber of Commerce Representatives,
- Special Interest Groups (i.e., Assn. of Retarded Citizens),
- School Administrators,
- City Departments (Health),
- Local Employers,
- Employment Security, and
- Community Social Service Agencies.

Conducting productive meetings is important for continuing involvement and commitment on the part of the members. The following guidelines have proven to be useful for managing group activity and interaction at council meetings:

- State the purpose of the meeting and review the agenda at the outset. Review minutes from the last meeting. Some councils even set goals or objectives for each meeting as a way of focusing on purposes.

- Encourage all members to speak and respect the rights and opinions of each individual.

- Ask clarifying questions.

- Periodically summarize discussion and point out the connections and contradictions between points.

- Use parliamentary procedure for decisions; otherwise, encourage open and informal discussion. The majority rules, but the minority opinion must be heard.

- Consider and resolve one issue at a time.

- Explore and encourage all points of view in working toward consensus.

- Show strong interest in attendance, ideas, and the work plan.

- Distribute work assignments throughout the group.

- Make assignments and work tasks clear and specific; explain expectations, time lines and products. Discuss background of issues so that everyone shares a common understanding of the terms and importance of the problems.

- Structure the meeting so as to avoid wasted time. This conveys a sense of organization, purpose and productivity.

- Meet as often as needed to accomplish the annual goals. Some advisory committees meet monthly; some meet as infrequently as two times a year.

- Keep members informed of activities and progress.

- Recognize and reward members. Even a simple thank you is an effective reinforcement.

- Provide a closing statement or summary.

- Evaluate council work regularly.

The Resources for Goal 1 contains a sample agenda and a checklist developed by Navara (1981) providing a structure to evaluate the participation and effectiveness of advisory committees.

Resources

- Sample: Quarterly Objective Form

- Sample: Progress Update

- Article: Parental Involvement

- Sample: Conference Record

- Sample: Agenda for Advisory Committees

- Advisory Committee Evaluation Form

QUARTERLY OBJECTIVE FORM

NAME ____________________ BEGIN DATE __________ END DATE __________

TITLE ____________________________________ DATE DEVELOPED __________

	PERFORMANCE OBJECTIVES	ACTUAL DATE AND ACCOMPLISHMENTS
1.	Meet with __________ and develop procedures for vocational evaluations.	continue
2.	Schedule 20 students for Vocational Evaluations.	10 - session 1 2 - session 2 Special Ed./students 1 - GED/Voc.
3.	Attend 10 feedback sessions.	9 feedback sessions
4.	Contact at least 5 parents concerning vocational evaluation results.	5 parent meetings
5.	To resource students with disabilities in vocational classes, as needed, to insure that 90% pass their classes.	18 students - 1 dropped out of school, 94% W/D or better
6.	Provide resource services to special education teachers at sending schools, including orientation to vocational resource educator services, evaluations, reporting status of students in vocational classes, etc.	continue
7.	Provide inservice to new specialists at sending schools and junior highs in regard to Vocational Evaluations.	didn't do all new junior high specialists
8.	Provide resource services to vocational instructors (Agriculture, Electronics, D.E., Auto Service).	continue
9.	Attend Special Needs Advisory Committee meetings.	attended 1
10.	Attend 1 Vocational Evaluation Lab Advisory Committee meeting.	attended 1
11.	Provide coordinator with a list of students' 1st quarter grades as well as drops, Ds, and Fs for the quarter.	accomplished

QUARTERLY OBJECTIVE FORM

Page 2

NAME ____________________ BEGIN DATE __________ END DATE __________

TITLE ____________________________________ DATE DEVELOPED __________

	PERFORMANCE OBJECTIVES	ACTUAL DATE AND ACCOMPLISHMENTS
12.	Complete progress reports on students in vocational classes at least twice.	accomplished
13.	Complete IEP summaries on students enrolling in vocational classes.	accomplished
14.	Improve relations with sending school specialists and counselors.	continue
15.	Develop new progress report forms with the VREs.	accomplished
16.	Provide specialists with information on Math pre-test and provide supplemental materials.	continue
17.	Attend Special Needs Conference(s).	accomplished
18.	Attend Special Needs planning meetings.	continue
19.	Revise letter for bulk mailing for 8th graders on vocational options.	accomplished
20.	Attend faculty meetings.	continue

PROGRESS UPDATE

Quarter 1 2 3 4

To the Parent/Guardian of: ____

Grade ________________ School ______________________________________

The purpose of this communication is to inform you of your child's progress at this point in the quarter. Currently, he/she is making a grade of ____ in ___________________________. Below I have checked comments which I feel represent his/her situation at this point in time.

___ IS DOING A GOOD JOB.

___ Exhibits a positive attitude.

___ Has shown improvement.

___ Needs more preparation for exams.

___ Needs to increase class participation.

___ Needs to increase lab participation.

___ Has not completed all work assignments.

___ Needs to improve attendance.

___ Needs to improve arriving to class on time.

___ Needs to better utilize lab/class work time.

___ Should talk less to classmates.

___ Should seek more teacher help.

___ Quality of work needs improvement.

___ Instructional equipment is missing.

Teacher's Comments: ____

____

I would welcome the opportunity to talk with you and will be available during my conference period each day from ____ to ____. You may call _______________ to arrange an appointment.

Teacher's Signature ______________________________

Please sign and return to ____________________________.

Parent's Signature ______________________________

MONTHLY PROGRESS REPORT

Name ______________________________ Date ___________________ Class ____________

Instructor _________________________________ Specialist/VRE _____________________

Approximate Grade ________ Absences __________ Tardies ___________ since ____________

	Areas of Progress/Concern	Satisfactory	Needs Improvement
1.	Attendance	__________	______________
2.	Behavior	__________	______________
3.	Turns in Assignments	__________	______________
4.	Gets along well with peers/teachers	__________	______________
5.	Accepts supervision/criticism	__________	______________
6.	Quality of work is good	__________	______________
7.	Quantity of work on tasks is good	__________	______________
8.	Initiative - uses time well	__________	______________
9.	Shows a good attitude toward class	__________	______________
10.	Works safely at all times	__________	______________
11.	Student is groomed neatly and clean	__________	______________
12.	Does well on tests and is prepared	__________	______________

Additional Comments: ____

____

____

PROGRESS REPORT

NAME______________________________ CLASS____________ DATE___________

I. ATTITUDE
- A. Toward class
  - 1. ___Enthusiastic
  - 2. ___Cooperative
  - 3. ___Indifferent
  - 4. ___Not cooperative
  - 5. ___Disruptive
- B. Toward others
  - 1. ___Gets along well with others
  - 2. ___Quiet, rarely interacts with others
  - 3. ___Occasional problems with co-workers
  - 4. ___Argumentative
- C. Toward supervision
  - 1. ___Accepts supervision readily
  - 2. ___Occasional problems accepting supervision
  - 3. ___Hostile to supervision

II. CLASS PROGRESS
- A. ___Mastering competencies
  - 1. ___On schedule
  - 2. ___Ahead of schedule
- B. ___Not mastering competencies
  - 1. ___Poor attendance
  - 2. ___Lack of effort and/or interest
  - 3. ___Limited ability to master skills

III. WORK HABITS
- A. Initiative
  - 1. ___Finds tasks to do when assigned work is completed
  - 2. ___Needs reminders to stay busy
  - 3. ___Wastes time when assigned task is done
- B. Safety
  - 1. ___Always works safely
  - 2. ___Needs reminders to work safely
  - 3. ___Does not use good safety habits

IV. PROBLEM AREAS
- 1. ___None
- 2. ___Following instructions
- 3. ___Speed and accuracy
- 4. ___Completing written work on time
- 5. ___Written tests
- 6. ___Performance tests
- 7. ___Daily points earned
- 8. ___Staying on assigned task
- 9. ___Grooming
- 10. ___Other (Please specify__________________)

V. ATTENDANCE

Dates Absent______________________

Dates Tardy______________________

First Quarter______________________

Second Quarter______________________

Semester______________________

VI. COMMENTS

Strengths:

____

____

Weaknesses:

____

____

Additional Comments (Use back if more space is needed):

____

____

Instructor's Signature______________________

Student's Signature______________________

Student's Name Grade Date

PROGRESS REPORT Reporting Period 1 2 3 4

Subject Present Grade _____

Teacher Home

School

Notice to Parents

This report is part of our continuing effort to keep you advised of the progress of your son/daughter. We have indicated on this sheet some of the factors which are contributing to your child's present rate of progress. Any information which you are able to share with us to aid in the instruction process will be appreciated. If you wish to contact a teacher, call the office for a conference time.

Present Rate of Progress

- ____ Outstanding performance
- ____ Making satisfactory progress
- ____ Not working up to ability
- ____ Near failing
- ____ Days absent
- ____ Times tardy to class

Areas of Concern

- ____ Inattention in class
- ____ Tests unsatisfactory
- ____ Lack of preparation
- ____ Excessive absences
- ____ Work not completed
- ____ Disruptive classroom behavior
- ____ Talks too much
- ____ Poor work habits in skill area

Positive Qualities

- ____ Uses time wisely
- ____ Good self-control
- ____ Industrious
- ____ Cooperative
- ____ Courteous
- ____ Dependable
- ____ Responsible
- ____ Works well with others

ADDITIONAL COMMENTS: ______________________________

____

____

____

____

PARENT'S SIGNATURE (If Requested)

TEACHER'S SIGNATURE

Progress Report

Name ______________________ Date ______________ Class ______________

Instructor ______________ Specialist/Counselor ______________ Approximate Grade ________

A CHECKMARK DESCRIBES STUDENT. IF AN ITEM IS NOT CHECKED, THE STUDENT HAS NOT DEMONSTRATED THE BEHAVIOR.

I. SOCIAL ATTITUDE	Shop	Class
1. Very polite, respectful and cooperative	( )	( )
2. Gets along with others	( )	( )
3. Quiet, rarely participates	( )	( )
4. Occasional problems with co-workers	( )	( )
5. Argumentative	( )	( )

II. BEHAVIOR	Shop	Class
1. Consistently good behavior	( )	( )
2. Needs occasional reminder	( )	( )
3. Disruptive	( )	( )
4. Indifferent	( )	( )

III. EFFORT	Shop	Class
1. Has accomplished adequate to maximum amount of independent studies	( )	( )
2. Accomplishes adequate amount of work in areas of high interest; needs reminders to procress in areas of lower interest	( )	( )
3. Works well only on areas of interest; requires direct supervision in areas of lower interest	( )	( )

IV. ATTITUDE TOWARD SUPERVISION	Shop	Class
1. Responds promptly to supervision	( )	( )
2. Seldom questions authority	( )	( )
3. Frequently questions authority	( )	( )

V. GROOMING	Shop	Class
1. Always neat and clean	( )	( )
2. Needs reminders about cleanliness	( )	( )
3. Does not demonstrate good grooming habits	( )	( )

VI. QUALITY OF WORK	Shop	Class
1. Accurate	( )	( )
2. Occasional errors	( )	( )
3. Many errors	( )	( )

VII. QUANTITY OF WORK ON ASSIGNED TASKS	Shop	Class
1. Above average output	( )	( )
2. Satisfactory output	( )	( )
3. Just enough to get by	( )	( )
4. Wastes time	( )	( )

VIII. TIME MANAGEMENT	Shop	Class
1. Uses time wisely and appropriately; utilizes spare time	( )	( )
2. Usually uses time effectively, but needs reminders to utilize spare time	( )	( )
3. Does not use time effectively; requires direct supervision to accomplish work on time	( )	( )
4. Wastes time when assigned tasks are completed	( )	( )

IX. SAFETY	Shop	Class
1. Always works safely	( )	( )
2. Needs reminders occasionally to work safely	( )	( )
3. Does not use good safety habits	( )	( )

X. COMMUNICATION	Shop	Class
1. Communicates well; can relate both verbally and in writing	( )	( )
2. Able to communicate either verbally or in writing, but needs work in one or both areas	( )	( )
3. Unable to communicate verbally or in writing; needs additional work in one or both areas	( )	( )
4. Makes little or no attempt to communicate; makes little or no response to overtures	( )	( )

XI. CLASSWORK	Shop	Class
1. Usually does assignments	( )	( )
2. Usually behind in assignments	( )	( )
3. Usually prepared for written tests	( )	( )
4. Needs help preparing for written tests	( )	( )
5. Usually prepared for performance tests	( )	( )
6. Needs help preparing for performance tests	( )	( )

XII. CLASS PROGRESS	Shop	Class
1. Mastering competencies on schedule	( )	( )
2. Not mastering competencies due to:		
A. Poor attendance	( )	( )
B. Lack of effort and/or interest	( )	( )
C. Limited ability to master skills	( )	( )

Number of absences _____ since _______

Number of tardies _____ since _______

XIII. COMMENTS

1. Strengths: ______________________________

____

____

2. Weaknesses: ______________________________

____

____

3. Other: ______________________________

____

____

____

______________________________ Instructor's Signature

______________________________ Student's Signature

PROGRESS REPORT

Name ______________________ Class ________________ Date _________

			Rating Scale 3 Above average 2 Average 1 Below Average	Description of Problem Areas (complete for all areas rated with a "1")	Recommendations for Improvement and/or Comments on Progress
3	2	1			
___	___	___	1. RELATIONS WITH OTHERS (effectiveness in working with students, instructors, and others; cooperation; shows respect)		
___	___	___	2. DEPENDABILITY (attendance; punctuality; adherence to schedules and deadlines; consistency and results; perseverance)		
___	___	___	3. WORK ATTITUDES (willingness to learn; willingness to accept and profit from evaluation; enthusiasm; initiative; commitment; pride in work)		
___	___	___	4. COMMUNICATION (listening, speaking, and nonverbal skills; effectiveness in communicating with students, teachers, and others)		
___	___	___	5. PERSONAL HYGIENE-GROOMING (personal health care and cleanliness; dresses and maintains self appropriately)		
___	___	___	6. CLASSROOM WORK (reading and written assignments, tests, class participation)		
___	___	___	7. HANDS-ON TRAINING (shop work, performance tests, class projects)		

INSTRUCTOR'S SIGNATURE ______________________________

PARENTAL INVOLVEMENT IN SPECIAL EDUCATION: RIGHTS AND RESPONSIBILITIES

Alan M. Hofmeister, Ph.D., and Michael E. Gallery, Ph.D.

Introduction

The ideal relationship between parents and school personnel is one characterized by partnership. While, in most cases, both parties have worked toward this ideal, they have fallen short, on numerous occasions. Efforts toward achieving a true partnership have been given a boost by recently enacted federal legislation. Schools are now required to provide parents with the opportunity to become actively involved in the educational program of their child who is disabled. While schools must provide the opportunity for parental involvement, the full benefit of this legislation will not be realized unless parents are able to take full advantage of the offer. For this to be possible, parents will need an understanding of some of the key planning issues that they and the schools will address as well as parental rights and the schools' responsibilities regarding such rights.

Dr. Hofmeister is director of the Outreach and Development Division, Exceptional Child Center, Utah State University, Logan. Dr. Gallery is assistant professor, Department of Special Education, Western Michigan University, Kalamazoo.

This article discusses briefly seven major concerns: school placement, goal planning, annual review, home involvement, supportive services, extracurricular activities, and postsecondary education. In discussing these issues, particular focus will be placed on rights and opportunities for involvement available to parents of children with disabilities.

School Placement

In the past, many children with disabilities, particularly severe disabilities, were turned away from public schools. Today, however, the picture has changed; public schools are legally bound to provide a free, appropriate education to all children with disabilities between ages 3 and 24. (The lower and upper limits of this age range vary by state laws.)

Schools must not only provide an education for all children, regardless of disability, but must also provide the least restrictive placement; that is, the placement must be as normal as possible--the most preferable being in the regular classroom. This concept of "least restrictive placement" has implications for the design of school buildings as well. School buildings must now include features to accommodate students with physical disabilities.

Children with disabilities and their parents have been accorded certain rights with regard to school placement, including:

- The right to free educational and psychological evaluations;
- The right to examine all school records to be used in making placement decisions;

- The right to request the removal of any information in the child's school records which the parents deem inaccurate or irrelevant; and

- The right to appeal any placement decision contrary to the wishes of the parents.

Thus, the parents have the right to take an active role in the child's school placement. It is suggested that when the child is of age (3 years in many states), the parents register the child for school. At that time, they should provide the school with any information they have related to the child's disability. Children with disabilities should begin formal schooling at least at the same time nondisabled children do.

Parents should evaluate carefully any excuse given by a school for nonacceptance of their child. Unacceptable excuses offered in the past include:

- Your child is not toilet trained.
- We have no funds for special programs.
- We are unable to accommodate the disabled.
- Handicapped children must be 7 years old before they may enter school.
- We don't accept children with severe behavior problems.

If the school, for any reason, fails to accept the child, the parent may appeal. While awaiting a "due process hearing," the child must be admitted to school. If the child is already in school but, in the eyes of the parents, is inappropriately placed, the parents may also appeal the decision that led to that placement.

Goal Planning

The Education for All Handicapped Children Act of 1975 (P.L. 94-142) mandates that schools develop an individualized education program (IEP) for each child with handicaps served. This plan must contain: 1) a statement of the child's present level of functioning, 2) annual goals and short-term objectives to meet the goals, 3) educational and related services to be provided and a statement regarding the extent to which the child will participate in the regular education program, 4) projected dates for initiation and duration of educational and related services, and 5) procedures for evaluating progress made toward goals.

The responsibility for developing the IEP does not rest solely with the school personnel. Legislation mandates that parents be given the opportunity to become working members of the IEP team. Parents have a right not only to be present at the IEP meeting but also to have access to the same information as others involved in the decision making. If the parents feel that it is warranted, they can also request that other resource persons, such as the child's physician, be present.

The notion that parents are working members of the team is an important one. The parents should offer any information that might be helpful in planning their child's program. Further, the parents should ask school personnel to explain: 1) how any goals proposed for the child by the school relate to information drawn from any testing and evaluation undertaken, 2) how the child's placement will facilitate achievement of the proposed goals, and 3) how progress toward the proposed goals will be evaluated. If, during such explanations, school personnel use terms unfamiliar to the parents, the parents should not hesitate to ask for clarification.

It is important that the parents not feel pressured to approve the IEP. If they are unsure, they have the right to request time to consider the plan more fully and, if necessary, to seek outside counsel. In any event, should the team adopt an IEP that is unacceptable to the parents, the parents have the right to initiate a due process hearing.

Annual Review

The IEP must be reviewed at least annually. As with the development of the IEP, the parents must be invited to participate in the review process. It should be stressed that the scheduling of the review process on an annual basis is a minimum requirement; hopefully, school personnel will communicate with parents regarding their child's progress much more frequently.

During the review, the parents should ascertain if the IEP was implemented as planned, and particularly, if the appropriate educational and supportive services were provided. If some goals were not met, the parents should find out what steps were taken to attempt to correct the situation. Failure to achieve goals is not necessarily an indication of incompetence, particularly if school personnel can demonstrate that problems were recognized early and prudent steps were taken to avoid failure.

Once the status of previous goals has been established, new goals should be developed. Here again, parents play vital roles. Of particular concern at this point is whether alteration (either additions or deletions) of special educational and related services is warranted.

As always, if the parents are dissatisfied with the outcome of the review, they may request a due process hearing. However, the more parents are kept informed and the more parents keep themselves informed of their child's progress, the less likely will be the need for such a hearing. Program modifications can and should be made on an ongoing basis and as the result of team effort. Waiting for an annual review before changing a program goal can be defeating to a child's progress.

Home Involvement

Because education is often thought of as a process that occurs in schools, it is easy to overlook the importance of parents as teachers. However, the critical role that parents play in shaping their child's life values and their perceptions of self and others is becoming increasingly recognized. Considerable research is demonstrating that parents can be effective instructors of both academic and self-care skills. Home involvement can be provided in two ways: through the systematic support of homework or through direct instruction.

A well-planned homework assignment should involve not the teaching of new skills, but rather the practice of skills already introduced. If assigned homework is clearly beyond a child's capacity, the teacher should be contacted immediately. Since no instructor wants to place pupils in failure situations, any teacher will likely appreciate being informed when homework assignments are too difficult. Parents who enthusiastically and conscientiously supervise homework provide important incentives. Children are much more likely to complete homework when they know their efforts will be rewarded by persons who are important to them.

Parents can undertake specific teaching assignments with appropriate training and materials. (See Information Resources at the end of this article.) Tutoring programs in self-care and academic skills have been successfully conducted by parents of children who are handicapped. Parents who are willing to learn tutoring skills and become involved in direct instruction will not only become important instructional resources for their child but will also have a better understanding of educational problems and procedures. This understanding will foster improved parental participation in future educational planning.

Supportive Services

It is important to remember that a child is placed in special education not because of the presence of some physical or mental impairment, but because of the need for a specialized instructional program and possible related services. Related services, as defined in P.L. 94-142, include "...transportation and such developmental, corrective and other supportive services (including speech pathology and audiology, psychological services, physical and occupational therapy, recreation, medical and counseling services, except that such medical services shall be for diagnostic and evaluation purposes only) as may be required to assist a handicapped child to benefit from special education, and include the early identification and assessment of handicapping conditions in children."

For financial and organizational reasons, some schools may be reluctant to supply needed related services as defined above. Parents are therefore obligated to be aware of the child's rights to such services. The best time for parents to express their concern for related services is when the child is to be evaluated for possible placement in special education. Such concern can, however, be expressed at any time.

Extracurricular Activities

Parents should team with school personnel to ensure that their child has the opportunity to participate in extracurricular activities. Participation in school-sponsored sporting events, field trips, dances, and other recreational activities should not be denied because of a disability. School staff are often at a loss to know how to involve persons with disabilities in such activities. Parents should be prepared to make practical suggestions as to how such involvement may be achieved. It is important that the parents communicate the child's feeling to ensure that the personal satisfaction derived from participation in recreational events is achieved.

Postsecondary Education

Parents of children with disabilities should be aware that persons with disabilities now have many rights protected at the postsecondary level through legislation such as that provided in Section 504 of the Rehabilitation Act of 1973. Colleges and other postsecondary institutions are required to open programs to students through the removal of architectural barriers or such procedures as the relocation of classes to accessible sites. Tests, including admission tests, must not discriminate against those who have disabilities. Students with impaired sensory, manual communication, or speaking skills must be provided access to auxiliary aids. Physical education must be provided in a nondiscriminatory manner, and students who have disabilities cannot be unnecessarily segregated in physical education classes.

Parents who plan ahead and visit a proposed campus with their son or daughter up to six months prior to the start of the academic year can ease entry by the student into postsecondary programs. During the campus visit a review of classrooms and living spaces may bring to light potential problems. Most institutions, given enough lead time, will do their best to meet the needs of students with disabilities. If, after negotiation and discussion with university personnel, parents feel that discrimination on the basis of physical or mental disability exists in any program funded by the Department of Health, Education, and Welfare, a complaint may be filed with the Office of Civil Rights. (See address in the Information Resources at the end of this article.)

In many cases, parents can reduce the possibility of service delays and confrontation with education agencies if they plan ahead with their son or daughter, document their concerns in writing, suggest solutions, and work as team members with school and college personnel to represent the wishes and needs of the person with disabilities.

Keeping Track: The Key to Effectiveness

Parents have fought for and won the opportunity to play a critical role in planning their child's educational program. It has been suggested that this role is enhanced when parents:

- Are confident about their own abilities. They know their child better than anyone.

- Keep detailed records. Accurate recording of all important communications and events and safe keeping of the records are paramount.

- Join a parent organization. By talking with people who "have been through it already," parents can gain a perspective on their problems, find moral support, and keep themselves informed.

- Stay in close touch with the child's teacher. Knowing what is being done in the classroom can facilitate follow-through at home.

- Listen to the child. Only he or she can give the personal point of view. Problems can be solved when people work on them together!

CONFERENCE RECORD

STUDENTS FROM SPECIAL POPULATIONS

Name: ______________________ Sending school: ______________

Vocational program instructor: ______________ School year: ______________

SCHEDULE

1. ______________
2. ______________
3. ______________
4. ______________
5. ______________
6. ______________

****

Date/purpose

Date/purpose

Date/purpose

Date/purpose

Date/purpose

Date/purpose

Date/purpose

Date/purpose

AGENDA

Special Populations Advisory Committee

December 4, 19__

CALL TO ORDER

APPROVAL OF MINUTES

OLD BUSINESS:

- Report of job placement results
- Other

NEW BUSINESS

Our question: Are appropriate programs being provided and should we investigate new program possibilities?

- Current Programs/Review of Program Changes
- Discuss Committee Direction/Determine new program areas for further investigation
- Schedule time of next meeting

ADJOURN

Advisory Committee Evaluation Form

(Sample)

1. How many times did you meet this past year? _________ (Indicate #)

2. How many times do you plan to meet this next year? _________ (Indicate #)

3. What percent of your committee attended all your meetings this past year?

    ____ About 50 percent
    ____ About 60 percent
    ____ About 70 percent
    ____ About 80 percent
    ____ About 90 percent
    ____ 100 percent

4. How many members have served on your committee for:

    ____ just appointed
    ____ one year
    ____ two years
    ____ more than two years

5. Membership appointments are staggered so that continuity is maintained. ___ Yes ___ No

6. Committee members are fully informed in writing as to the purpose, function, and responsibility of the advisory committee. ___ Yes ___ No

7. A written agenda is distributed to each advisory committee member prior to meetings. ___ Yes ___ No

8. Minutes of advisory committee meetings are distributed to local school administrators and each committee member. ___ Yes ___ No

9. The advisory committee is given public recognition by the local program. ___ Yes ___ No

10. Recommendations made by local advisory committee are given consideration by local program personnel. ___ Yes ___ No

11. The majority of prior meetings have been held in school or classroom. ___ Yes ___ No

12. The majority of prior meetings have been held at same time (night, noon or morning). ___ Yes ___ No

FORM DEVELOPED BY: Dr. James Navara, Business and Vocational Education,
The University of North Dakota, Grand Forks, ND.

Additional Resources and References

The primary resources for Goal 1 are:

Handbook for Instructors: Involving Vocational Advisory Groups in Program Improvement, Behymer, J., 1985.

SOURCE: Instructional Materials Laboratory
8 London Hall
University of Missouri
Columbia, MO 65211

Handbook of Special Vocational Needs Education, Meers, G. (Ed.), 1980.

SOURCE: Aspen Publishers, Inc.
P.O. Box 990
Frederick, MD 21701

Missouri Vocational Planner's Guide: Carl D. Perkins Vocational and Applied Technology Education Act: PL 101-392, 1992.

SOURCE: Missouri Department of Elementary and Secondary Education
Vocational Special Needs and Guidance Services
P.O. Box 480
Jefferson City, MO 65102

Other resources and references for this section include:

Barton, T. (1987). Advisory Committees have helped us grow. *Vocational Education Journal,* 62 (1), 25-27.

Burkett, L. (Ed.). (1969). *The advisory committee and vocational education.* Arlington, VA: American Vocational Association.

Buscaglia, L. (1975). *The disabled and their parents.* Thorofare, NJ: Charles B. Slack.

Cochran L.; Phelps, L; & Cochran, L. H. (1980). *Advisory committees in action.* Boston: Allyn and Bacon.

Knapp, A. (1987). Test your advisory group savvy. *Vocational Education Journal,* 62 (1), 23-24.

Kroth, R. (1975). *Communicating with parents of exceptional children.* Denver, CO: Love.

Navara, J. L. (1981). *Action steps to effective advisory committees.* Grand Forks, ND: University of North Dakota.

Noland, G.L. (1979). *Help yourself to successful employment.* Sedalia, MO: State Fair Community College.

Norton, R.; Ross, K.; Garcia, G.; & Hobart, B. (1977). *Organize and work with a local vocational education advisory council.* Columbus, OH: The National Center for Research in Vocational Education.

Parks, D. & Henderson, G. (1987). Making the most of advisory groups. *Vocational Education Journal*, 72 (1), 20-22.

Vasa, S. & Steckelberg, A. (1980). Parent's roles in the education of special vocational needs youth. In G. Meers (Ed.) *Handbook of special vocational needs education.* Rockvill e, MD: Aspen.

ASSIST IN ASSESSMENT AND APPROPRIATE PROGRAM PLACEMENT

GOAL 2: ASSIST IN ASSESSMENT AND APPROPRIATE PROGRAM PLACEMENT

Overview

The Carl Perkins Act mandates the use of assessment for the purpose of appropriate program placement. The *Missouri Vocational Planner's Guide* (1992) reiterates this mandate by stating that:

> The interests, abilities, and special needs of students who are members of special populations shall be assessed with respect to their successfully completing a vocational education program. The assessment process will be designed to determine the vocational potential by observing and measuring the interests, abilities, and special needs and using these results to assist in formulating a realistic vocational education plan.

Some school districts have fairly comprehensive testing programs which will provide the assessment information needed for making decisions about appropriate vocational program placement. However, many districts do not have the necessary school-wide testing, and in these cases, a cooperative effort must be developed among special educators, vocational educators, and counselors to provide assessment information necessary for appropriate placement.

Students must have a complete evaluation for eligibility for special education services and a reevaluation of their needs at least every three years. Seven areas are usually assessed during special education evaluations:

- Health status (including motor development),
- Vision,
- Hearing,
- Speech and language,
- Intellectual/cognitive development (including adaptive behavior),
- Academics (including prevocational and/or vocational), and
- Social/emotional/behavior (environmental).

For each student receiving special services a great deal of information is easily accessed. Reviewing the current information available is the first step in the assessment process.

Some districts have a formal vocational assessment laboratory. These are usually found in the vocational-technical schools, are staffed by trained vocational evaluators, and allow students to try out parts of jobs through the use of work samples. Other testing is done also, in relation to a student's interests, abilities, aptitudes, learning styles, and observation of behavior and special learning needs of the student. Upon completion of the assessment, a written report is usually sent to the referring teacher or counselor with suggestions for appropriate vocational classes and other educational needs of the student.

The section will not concentrate on formal vocational assessment, as it is not available in all districts. However, a list of schools having formal assessment laboratories can be found in the Resources for Goal 2. These vocational assessment laboratories can serve their surrounding areas as well as their immediate school districts.

What is Assessment?

Assessment is the process of assessing a student's abilities; attitudes; interests; academic, vocational and independent living skills over a long period of time for the purpose of planning an appropriate educational program which will assist the student in achieving functional skills that will serve the student well once they leave an educational institution (Maxam et al., 1986, p. 1).

Vocational assessment is considered to be a part of the total evaluation of a student. Dahl defines assessment as:

> A comprehensive process conducted over a period of time, involving a multidisciplinary team . . . with the purpose of identifying individual characteristics, education, training and placement needs, which provides educators the basis for planning an individual's program . . . (Sarkees & Scott, p. 105).

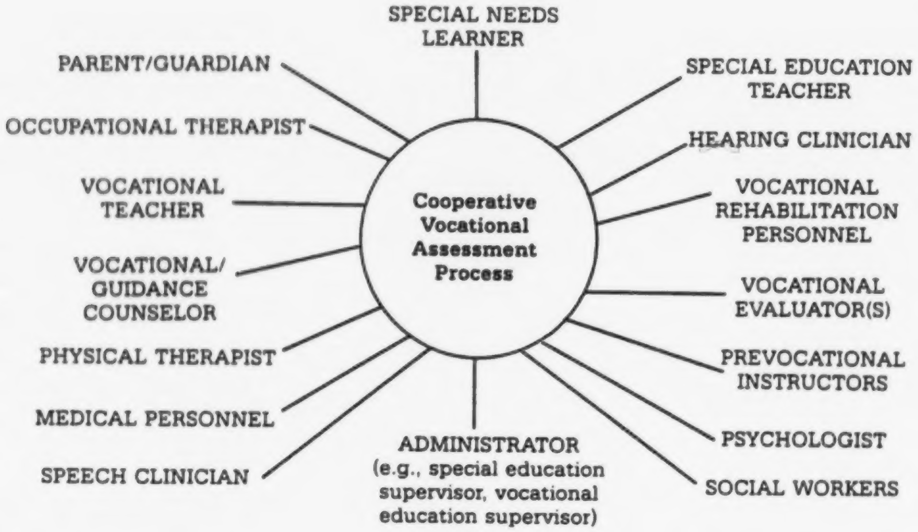
Assessment is an ongoing process which uses information obtained from many different persons. Any individual demonstrates different kinds of behaviors and skills in different environments. This is why it is vital to obtain input from many different sources. The use of standardized, norm-referenced tests may be helpful in some aspects of assessment (intelligence and achievement), but criterion-referenced tests, informal tests and behavioral observations are also an integral part of the vocational assessment process.

Since the Carl Perkins Act (Part A) mandates assessment of interests, aptitudes and special needs of students with disabilities, educators should be familiar with various formal (standardized) and informal inventories in these areas. An excellent resource for this purpose is the *Career Assessment Instrument Resource Guide*. (See Additional Resources and References for Goal 2.)

Vocational special needs personnel should work with their district special education administration to obtain the parental permission necessary for formal vocational assessments. These formal assessments are not conducted on every student, so permission is necessary for students who receive this additional testing. In addition to permission, a list of parental rights should be sent to parents. It is recommended that whenever possible, formal or informal vocational assessment should be a part of the total evaluation of a special education student (either initial evaluation or three-year reevaluation). In any case, the results of either a formal vocational assessment or informal assessment should be incorporated into the diagnostic summary of a student in special education.

Who is Responsible for Assessment?

As previously stated, assessment is best achieved through a multidisciplinary team approach. The involvement of counselors, special educators, special needs personnel, vocational educators and others requires coordination and cooperation. If assessment information is to be used for appropriate program placement decisions, it stands to reason that it be done prior to placement in a vocational program. The following diagram, from Sarkees & Scott (1985, p. 124), identifies persons who may be involved in the assessment process.


SPECIAL NEEDS LEARNER
PARENT/GUARDIAN
SPECIAL EDUCATION TEACHER
OCCUPATIONAL THERAPIST
HEARING CLINICIAN
VOCATIONAL TEACHER
Cooperative Vocational Assessment Process
VOCATIONAL REHABILITATION PERSONNEL
VOCATIONAL/ GUIDANCE COUNSELOR
VOCATIONAL EVALUATOR(S)
PHYSICAL THERAPIST
PREVOCATIONAL INSTRUCTORS
MEDICAL PERSONNEL
PSYCHOLOGIST
SPEECH CLINICIAN
ADMINISTRATOR (e.g., special education supervisor, vocational education supervisor)
SOCIAL WORKERS

The assessment process is ongoing and can begin very early in the school career of the student. A Plan of Action which indicates activities, timelines and responsibilities for the assessment process can be found in the Resources for Goal 2.

How Does a VRE Assist/Participate in Assessment?

One primary role of the VRE is to ensure that assessment leads to appropriate program placement decisions for students with disabilities. VREs can assist in a variety of ways:

- Being knowledgeable about both informal and formal vocational assessment (vocational evaluation units),
- Conducting inservice training for those involved in assessment but who have had no training in assessment,
- Providing resources to counselors and special educators on appropriate inventories and tests,

- Collecting and providing informal checklists and inventories for classroom use,

- Providing information on the skills a student needs for each vocational program,

- Providing a list of questions or informal assessment summary form so counselors, special educators, parents, etc. know what they should assess (A sample format can be found in the Resources for Goal 2 for this purpose),

- Providing information and assistance in referring a student to a formal vocational evaluation, if an evaluation lab is available, and

- Assisting the IEP team in determining appropriate vocational program placement and realistic vocational goals and objectives based upon assessment results.

An excellent resource with which VREs should be familiar is: *Career Assessment Instrument Resource Guide*. (See Additional Resources and References for Goal 2.)

What Kind of Information Can Be Gained from a Formal Vocational Assessment That Can Be Used in the Development of an IEP?

Vocational/work related information such as interests, aptitudes, work attitudes, skills, and behaviors of a student is the goal of vocational evaluation. The information is compiled by a vocational evaluator through various techniques: interviewing, standardized testing, work and job samples, and situational assessment. This information can assist the VRE in recommending modifications that may be necessary (instructional and equipment) and appropriate placement into vocational programs.

In the event that a formal vocational evaluation is not available, it would be appropriate for the VRE to request information available about a student's interests, aptitudes, and skills prior to an IEP staffing. This would assist the VRE in making recommendations to the IEP committee on the vocational component. The Checklist contained in Resources for Goal 3 may help in deciding additional information needed.

There are many ways to informally assess a student in the areas listed on the Checklist of Vocational Evaluation Information found in the Resources for Goal 2. VREs should develop and maintain a file of informal assessment inventories and checklists as they find them in reviewing instructional resources. In the Resources for Goal 2 there are several informal assessment checklists that may help a VRE or special educator in the assessment process.

What Are Entry Level Skills (ACCESS SKILLS) and How Do They Relate to Assessment and Program Placement?

Entry Level Skills (ELS) or ACCESS SKILLS, as they are now called, are defined as those skills that would ensure an entering student a greater chance of success in a vocational program. Over a period of seven years, Missouri LINC has refined and standardized these ACCESS SKILLS for vocational programs. A copy of the ACCESS SKILLS inventory for one program area can be found in the Resources for Goal 2. A VRE can take the skill list and work with the vocational instructor to adapt/modify this list to fit or prioritize the skills for a particular program in a particular vocational school. These lists, when distributed to counselors, special educators and parents, can be used for the development of exploration, assessment and training activities. Examples of these activities are:

- Exploration activities

    1) Teachers can design activities for students to explore each program area.

    2) Teachers can allow students to discover whether they like or dislike the activities associated with each program area.

- Assessment activities

    1) An informal assessment instrument could be designed for each skill listed.

    2) The *ACCESS SKILLS Vocational Readiness Skills* manuals will have activities developed by special educators that can be used for either assessment or training purposes for specified vocational program areas.

    3) In assessing each skill for a program area, the special educator or counselor can discover strengths and weaknesses in the student. The areas which need improvement should then be addressed in the IEP.

- Training activities

    1) The *ACCESS SKILLS Vocational Readiness Skills* manuals have a variety of activities to help an educator teach skills needed by students.

    2) A student may need continued training once enrolled in a vocational program. When the ACCESS SKILLS are used for assessment, the VRE and vocational instructor are made aware of student limitations and can carry out additional training activities during the student's program.

It should be noted that ACCESS SKILLS are NOT designed to eliminate students with disabilities from vocational programs. They are designed to increase a student's chance of success by providing information on skill levels and activities to help develop or enhance those skills. Assessment of ACCESS SKILLS can help the student and teacher determine both the interests and skills which the student has at the time of the assessment. This determination can assist the IEP team in making more appropriate program placement decisions.

Also available through the Instructional Materials Laboratory is the *ACCESS SKILLS: Employability and Study Skills Assessment and Curriculum Guide* for use by Junior High or Middle School teachers. This manual is designed to help teachers assess and teach general employability and study skills to their students. If a student can master many of these skills, their learning of ACCESS SKILLS for specific vocational programs should be easier, as well as enhancing their ability to obtain employment and/or increase their chances of success in other classroom settings. Information on this manual can be found in the Additional Resources and References for Goal 2.

What Is Early Entry?

In Missouri, early entry is described as a program for students who need an extra year in the vocational program to master the skills taught. The student must be at least 15 years old and a ninth grader. Early entry is not mandated by the Carl Perkins Act, but can be offered in Missouri to provide appropriate educational experiences for students who will benefit from an additional year of vocational training. For a student with disabilities, the IEP must include a specific reference to the need for early entry into vocational training and the clearly stated goals and objectives to be met during the year. Students with disabilities can "qualify" to enter a vocational program one year early if the school can document through proper assessment that the student could benefit from the additional training.

This assessment should include the student's interests, aptitudes and special needs. A four year plan should be in place so the student, parents, counselor and teachers are all aware of future plans. Planning for acquisition of credits for graduation must be considered, as well as behavioral readiness. Due to the lower maturity levels of ninth graders, the IEP might include special arrangements such as an additional resource period or closer monitoring of classes by the special education teacher. Early entry into vocational programs must be carefully planned for by the IEP team. The advantages and disadvantages will vary for each student considered. It is an educational strategy helpful for some students, but program planning must be a cooperative effort involving vocational school personnel, special education teachers, parents and the student.

Are There Other Ways to Prepare Students for Vocational Programs in Addition to Early Entry?

There are many ways to prepare students for entry into vocational programs. If a school district has concentrated on teaching basic functional skills, personal-social skills and employability skills, students may be well-prepared for entry into vocational education.

ACCESS SKILLS training (refer to earlier question) is one method of preparing students for specific vocational programs. Infusion of these skills into the curriculum of the special education teacher, technology teacher, home economics teacher, and regular academic teachers (such as math and language arts) would assure that students with disabilities and disadvantages have been exposed to essential skills for success in the vocational class where they will be placed.

Another method of preparing students for entry into regular vocational classes is the establishment of a Vocational Preparation program. Vocational Preparation classes can take many formats: one hour, two hours, three hours; exploration of many different areas; use of the ACCESS SKILLS curriculum; etc. However, regardless of format, the purpose of a Vocational Preparation class is to provide students with the skills necessary to succeed in existing eleventh and twelfth grade vocational programs. The expectation is that upon completion of a Vocational Preparation program, students will then enroll in the existing programs at a vocational school.

In Missouri, a limited number of Vocational Preparation programs are funded each year. Although the Carl D. Perkins Act does not fund this type of program, the State of Missouri has allocated a limited amount of funds to reimburse school districts 50% of the costs of Vocational Preparation programs. Districts must apply for these programs. For further information, contact the Department of Elementary and Secondary Education, Vocational Special Needs and Guidance Services, P.O. Box 480, Jefferson City, MO 65102.

How Are Program Placement Decisions Made?

Program placement decisions for students with disabilities are made by the IEP team. This team may include: an administrator, guidance counselor, special education teacher, social worker, psychologist, psychiatrist, vocational evaluator, nurse, speech therapist, audiologist, person initiating the referral, parent/guardian, the student when appropriate, and any other personnel who can be helpful to the planning process (Sarkees & Scott, 1985, p. 80). If the student is being considered for a vocational class, a representative from the vocational school should be present. This person is often the VRE, and the vocational instructor is encouraged to attend. The VRE should come to the IEP meeting with the following information to assist in the decision making process:

- Prerequisite skills needed,

- Exit level skills list to help the committee develop appropriate goals and objectives,

- Information regarding available support services and adaptations that can be made in the class,

- Employment information related to the community and the class competencies, and

- Information relating to the transition needs of a student (agency contact, postsecondary training, etc.).

During the meeting, the VRE should obtain at least the following:

- Information on the assessment of interests and aptitudes,
- The strengths and limitations of the student, both academically and behaviorally,
- The learning style of the student,
- Information on successful compensatory techniques utilized in the past,
- Delineation of any special needs the student may have,
- Information concerning parental attitudes and potential parental support, and
- Determination of a realistic job goal.

The *Missouri Vocational Planner's Guide* (1992) states that:

> Vocational education will be a component of the Individualized Education Program (IEP) for students with disabilities when appropriate and will be coordinated among appropriate representatives of vocational education, special education, and state vocational rehabilitation agencies.

Sample vocational goals and objectives can be found in the Resources for Goal 2. These samples can be useful to VREs and special educators, but it must be remembered that IEPs are individualized, so different goals and objectives may be found in individual students' IEPs.

What Procedures Does a VRE Use When Recommending Vocational Program Placement?

A VRE must be familiar with the procedures used by both special education and the vocational school before designing procedures for recommending a vocational class placement for a student with disabilities. The following are general considerations:

- Determine procedure for admission to the vocational school.
- Develop an understanding of the special education procedures for placement.
- Gather assessment data on interests, aptitudes and special needs of the student interested in vocational training.
- Talk to student, counselor, special education teacher and parents concerning their goals.
- Attend IEP meeting.
- Advocate for student placement, if-necessary.

How Does the Concept of the Least Restrictive Environment (LRE) Affect Placement Decisions?

Public Law 94-142 requires that states receiving federal funds must assure that:

> to the maximum extend appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and that special classes, separate schooling, or other removal of handicapped children from the regular education environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

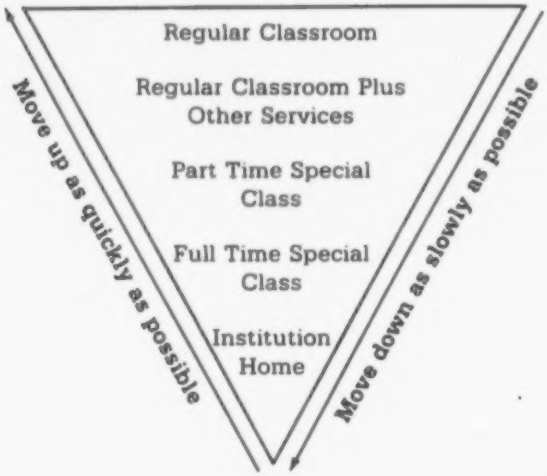
The *Missouri Vocational Planner's Guide* (1992) also mandates that vocational education assure LRE placement when it states:

> Vocational education programs, services, and activities will be provided for individuals with disabilities in the least restrictive environment in accordance with P.L. 101-476, *Individuals with Disabilities Education Act* and will, whenever appropriate, be included as a component of the individualized education program (IEP).

The idea of LRE has been in the schools since the passage of the Education for All Handicapped Children Act (P.L. 94-142) in 1975. It has recently been given emphasis again from the Office of Special Education and Rehabilitation Services (OSERS) with a thrust on serving students in the mainstream of both schools and the community (transition). LRE is an essential concept in placement of students with disabilities. The IEP team must balance the benefits of a regular class placement and the needs of a student. Both laws uphold the concept of placing a student in a regular class setting whenever feasible. In fact, the Perkins Act monies will not pay the costs of separate vocational programs (programs for only students from special populations). These programs can be offered at a vocational school, but the Perkins Act will reimburse only 50% of the *excess costs* of the programs.

Special populations personnel must keep in mind that a separate program MAY BE the least restrictive environment for an individual. However, a student may benefit more from placement with nondisabled peers for social and personal skills. The IEP is the mechanism for designing both academic and behavioral goals for students in regular classes, as well as in special settings.

The least restrictive environment has been graphically represented by several individuals (Deno, 1970, Reynolds, 1962) as an inverted pyramid. This figure is an adaptation of their conceptualization.


Regular Classroom
Regular Classroom Plus Other Services
Part Time Special Class
Full Time Special Class
Institution Home
Move up as quickly as possible
Move down as slowly as possible

How Does a VRE Ensure Proper Support Services Are Available?

Each VRE must become very familiar with the Carl Perkins Act and the *Missouri Vocational Planner's Guide* and know what services can be made available through the use of Perkins monies. Briefly, the following services are allowable for students from special populations:

- Notification and provision of information,
- Guidance counseling, assessment, career development and placement,
- Basic skills instruction,
- Tech Prep education,
- Interpreters,
- Special equipment or modifications,
- Vocational resource educator personnel,
- Collaboration among agencies that serve special populations,
- Supplemental professional staff,
- Vocational teacher aides,
- Readers and notetakers, and
- Transition services.

VREs should also become familiar with other agencies and services which can often help with the procurement of equipment or services. Examples of other agencies include:

- Division of Vocational Rehabilitation (DVR)
- Private Industry Councils (PIC)
- Rehabilitation Services for the Blind

VREs often must be creative and innovative in providing needed support services, including:

- Using volunteer tutors
- Finding free/low cost transportation services
- Locating services to tape textbooks
- Developing training for peer tutors or "buddy" systems
- Using other vocational program Advisory Committees to find sources for job placement for students

What is the VRE's Role in Notifying Students with Disabilities and Their Parents About Vocational Training Options?

In the area of notification, the *Missouri Vocational Planner's Guide* (1992) states:

> Information will be provided no later than the beginning of the ninth grade year to students who are members of special populations and their parents concerning: the opportunities available in vocational education together with the eligibility requirements for enrollment in vocational education programs; specific courses/programs that are available; employment opportunities; placement rates; and special services that are available, including guidance and placement services.

Assist in Assessment and Appropriate Program Placement

The VRE at the secondary level is often called upon to assist in the development and dissemination of information on vocational programs. In Missouri, this is usually done while students are in the eighth grade. In districts which develop four-year high school plans, vocational program information should be disseminated prior to the plan formulation. The information should also be available to junior high/middle school counselors and special education teachers.

In addition to what is included in the vocational program descriptions, the following items may also be considered:

- A description of why it is important to establish meaningful postschool goals,
- A description of the vocational assessment process that will be provided for students with special needs before they enroll in vocational courses,
- What parents can do to facilitate the career development process,
- A listing of the basic skills/knowledge/competencies that are important for occupational success,
- Typical jobs a student might expect to obtain by completing all *or a portion* of each vocational education program, and
- The kind of special help students can expect to receive from support personnel.

Dissemination of this information can be accomplished in a variety of ways:

- Letter and brochures mailed to parents of eighth graders (Sample letters of notification can be found in the Resources for Goal 2.),
- Flyers and leaflets,
- Career days for students and parents,
- Newsletters,
- Video presentations to school assemblies, PTAs, etc.,
- TV and radio spots,
- Meetings with counselor, parent and student (IEP),
- Open house/tours of vocational facilities,
- Audiovisual presentations,
- Newspaper releases,
- Mall displays,
- Student handbooks,
- Telephone calls to parents,
- Home visits.

(Sarkees, AVA presentation, Dallas, Dec. 1986)

Resources

- List of Schools with Formal Vocational Assessment Laboratories
- Vocational Assessment: Plan of Action
- Checklist of Vocational Evaluation Information
- Samples of Informal Assessment Instruments
- Informal Assessment Summary
- Sample Notification Letters

VOCATIONAL EVALUATION SITES, FY 92

Vocational Special Needs and Guidance Services
Vocational and Adult Education
Department of Elementary and Secondary Education

Lake AVTS
Township Rd., P.O. Box 1409
Camdenton, MO 65020
(314)346-4260

Cape Girardeau AVTS
301 N. Clark
Cape Girardeau, MO 63701
(314)334-3358

Pike/Lincoln Technical Center
Rt. 1, P.O. Box 38
Eolia, MO 63344
(314)485-2900

Hannibal AVTS
4500 McMasters Ave.
Hannibal, MO 63401
(314)221-4430

Kansas City Public Schools
Gillham Plaza Building
301 E. Armour, Suite 200
Kansas City, MO 64106
(816)871-6260

Ferguson-Florissant R-II
1005 Waterford Dr.
Kinlock, MO 63140
(314)524-7500

Kirksville AVTS
1103 S. Cottage Grove
Kirksville, MO 63501
(816)665-2865

GAMM Vocational Training Program
LaBelle, MO 63447
(816)462-3914

Platte Co. AVTS
P.O. Box 1700
Platte City, MO 64079
(816)329-4646

Joe Herndon AVTS
11501 East 350 Highway
Raytown, MO 64138
(417)272-3271

Rolla AVTS
1304 E. Tenth St.
Rolla, MO 65401-3699
(314)364-3726

State Fair Area Vocational School
3201 W. 16th St.
Sedalia, MO 65301
(816)826-7100

Sikeston AVTS
200 Pine St.
Sikeston, MO 63801
(314)471-5440

Graff Career Center
815 N. Sherman
Springfield, MO 65802
(417)863-0333

Lewis & Clark Technical School
2400 Zumbehl Rd.
St. Charles, MO 63301
(314)723-4829

Hillyard AVTS
36th and Faraon St.
St. Joseph, MO 64506
(816)232-5459

Normandy School Dist.
7837 Natural Bridge Rd.
St. Louis, MO 63121
(314)389-8005

Special School District of St. Louis County
Town & Country, MO 63131
(314)569-8275

University City Sr. High School
7401 Balson Ave.
University City, MO 63124
(314)863-1710

Waynesville AVTS
810 Roosevelt, P.O. Box 558
Waynesville, MO 65583
(314)774-6106

POSTSECONDARY

Mineral Area College
Flat River, MO 63601
(314)431-4593

St. Louis Community College
College Center
300 S. Broadway
P.O. Box 88917
St. Louis, MO 63188-8917

The Metropolitan Community College
Administrative Center
3200 Broadway
Kansas City, MO 64111-2429

VOCATIONAL ASSESSMENT: JUNIOR HIGH

PLAN OF ACTION

ACTION PLANNED	PERSON RESPONSIBLE	TIMELINE	RESULTS
Exploration of careers, interests, and abilities.	Junior High Teachers Counselor Special Populations Teachers	Ongoing activity throughout 7th & 8th grades	Student begins to clarify personal interests and abilities.
Development of work behaviors.	Special Populations Teachers Counselors Parents	Ongoing activity throughout 7th & 8th grades	Student works on behavioral goals.
Evaluation and development of ACCESS Skills.	Special Populations Teachers Parents	Ongoing activity throughout 7th & 8th grades	Student applies basic skills to vocational situations. Increases motivation in many cases.
Awareness of vocational training opportunities through tours, class presentations, etc.	Counselor Special Populations Teachers VRE	Ongoing activity throughout 7th & 8th grades	Student and parents are informed of local training opportunities.
Planning for High School Curriculum.	Counselors (Jr. & Sr. High) Parents Administrators Special Populations Teachers	Spring before enrollment in High School	Information on student's interests, abilities and special needs are reviewed to provide a total picture of the student's interests, abilities, and special learning needs.

FORMAT TAKEN FROM: *Guide for Occupational Exploration*, (2nd ed.).

VOCATIONAL ASSESSMENT: 9TH AND 10TH GRADES

PLAN OF ACTION

ACTION PLANNED	PERSON RESPONSIBLE	TIMELINE	RESULTS
Continued exploration of careers, interests, abilities; continued development of work behaviors and ACCESS Skills.	High School Teachers Special Populations Teachers	Ongoing activity throughout 9th grade	Student builds on career development activities initiated on junior high level.
Completion of Vocational Assessment Summary Form. (Referral for formal evaluation if informal assessment is inconclusive.)	Special Populations Teachers Counselor VRE Parents	10th grade Completed by end of first semester.	Information on the student's interests, abilities, and special needs are pulled together to provide a total picture.
Student interviews with VRE.	Special Populations Teachers VRE	10th grade February	VRE visits with student interested in vocational training to establish contact, begin building rapport, and answer questions. Visits to specific programs arranged, if desired.
Team meetings at sending schools concerning appropriate vocational placement.	High School Teachers Special Populations Teachers Counselor Administrators VRE	March	Assessment information is reviewed and summarized. Recommendations are generated and are included in the scheduling/IEP processes.
Spring IEP meetings.	Parents IEP team VRE	April (or whenever scheduled)	VRE meets parents, discusses programs, course requirements, expectations, etc.

VOCATIONAL ASSESSMENT: DURING VOCATIONAL TRAINING

PLAN OF ACTION

ACTION PLANNED	PERSON RESPONSIBLE	TIMELINE	RESULTS
Vocational component of IEP written and special services provided to meet identified needs in mainstreamed vocational classes.	VRE Vocational Teachers Special Populations Teachers	Ongoing throughout training program	Student masters training skills stated in mainstreamed vocational courses with resource assistance from sending school and other adaptations as needed.
Guidance, counseling, and career development activities are conducted.	VRE Vocational Teachers Counselors JTPA Employment Security	Ongoing activity throughout training program	Student discusses interests and sets goals for present and future employment and/or training.
Appropriate work behaviors and attitudes are emphasized.	Vocational Teachers VRE Special Populations Teacher High School Teachers Parents	Ongoing activity throughout training	Progress reports/counseling sessions provide feedback to student on worker strengths and weaknesses.
Transition from school to work is planned.	Vocational Teachers VRE Special Populations Teachers Parents Counselor Community Agencies	Last year of training	Job-seeking skills developed. Goals clarified. Placement services provided for entry into job market and/or guidance provided to facilitate further training or linkage with community agencies.
Periodic follow-up surveys are conducted.	VRE Placement Personnel Counselor Vocational Teachers	Ongoing after graduation	Support available, as needed.

CHECKLIST OF VOCATIONAL EVALUATION INFORMATION

Cognitive Skills - basic reading and math; concept formation; cognitive style; problem-solving abilities

Manual Skills - manual dexterity; eye-hand coordination; fine motor skills; mobility

Interpersonal Skills - work attitudes; ability to cooperate, work with others; self-confidence, self-concept; relating to others, communicating

Perceptual Skills - spatial discrimination; size discrimination

Work Aptitudes - remembers instructions, procedures; capable of planning, organizing; improves with practice

Work Behaviors - motivation; concentration; persistence

Interests - personal goals and interests; hobbies, leisure time activities; academic - favorite and least favorite subjects

Previous Experiences - work, volunteer; in school; work related information, exposure, skill, knowledge

Job Exploration Results - preferences; aptitudes; strengths; weaknesses

Social Adjustment - home/family; relationship with peers, teachers

Taken from: *Closer Look*: A Project of the Parents' Campaign for Handicapped Children and Youth

INFORMAL ASSESSMENT INSTRUMENTS: STUDENT INTERVIEW

Date:______________

Name____ School________________

Age________ Grade_____________ Birthdate________________

Interests and Activities:

1. What do you like to do most when you are not working or going to school?
   Sports?____ Clubs/Organizations?_____ Hobbies?_____
2. Do you have any jobs at home? __Yes __No What?__________________
3. What job(s) do you think you would like to do and be good at doing?____________________
   Why?____

Educational interests:

4. Would you like to enroll in a vocational program?_______ Which one?__________________
5. Have you had any previous work training?________ What?___________________________
6. What do you plan to do after high school?
   College__________ Employment (type of job?)____________________________
   Military Service__________
   Trade School_________ Other______________________________________

Occupational and Career Awareness:

7. What do employers look for when they hire someone?______________________________
8. What are some reasons people get fired from jobs?________________________________
9. What would an employer like about you?______________________________________
   What would an employer not like?____

Attitude and Self-Knowledge: Check the ones that best describe you.

Most of the Time	Sometimes	Never	
			Dependable
			Punctual
			Patient
			Even-Tempered
			Completes Tasks
			Well-Groomed
			Likes to Work with Others
			Likes to Work Alone
			Likes to Learn Something New
			Completes Daily Chores/Handle Responsibilities at Home

Preferred Working Conditions: Think carefully about the following work conditions. Each group lists conditions that are very different. Check one conditions in each numbered row that you prefer.

1.	____indoors	____outdoors	____both
2.	____with people	____with things	____with ideas
3.	____moving around	____sitting/standing still	____both
4.	____busy place	____quiet place	____both
5.	____wear uniform	____dress clothes	____casual clothes
6.	____same task	____different tasks	____both
7.	____unskilled	____semi-skilled	____skilled
8.	____supervised	____unsupervised	____both
9.	____dirty	____neat and clean	____both
10.	____one place	____travel	____both
11.	____daytime	____nighttime	____both
12.	____around danger	____safe place	____both

Comments:

Interviewer:______________________________________

INFORMAL ASSESSMENT INSTRUMENTS: PARENT INTERVIEW

Name of Student____________________ School____________

Date__________ Grade____ Birthdate__________ Teacher__________

Father's Occupation____________________

Mother's Occupation____________________

Name of Parent(s)____________________

Address____________________

I. **Expectations:**

1. What do you see your child doing after high school? (Check answer)

   College__________ Employment (type of job?)____________________

   Military Service______________ Trade School____________________

   Other____________________

2. What kind of job or work does your child seem interested in at this time?

   ____

3. Has your child had any previous work training (i.e., training under parent, relative, friend)?

   ____

4. What job skills would you like your child to learn in school?

   ____

5. What does your child like to do most when he/she is not working or going to school?

   ____

6. Are there vocational education courses you want your child to take while he/she is in school?

   ____

7. Are you aware of any behaviors that might interfere with your child's getting and holding a job?

   ____

II. **Attitude and Self-Knowledge:** Check the ones that best describe your child.

Most of the Time	Sometimes	Never	
			Dependable
			Punctual
			Patient
			Even-Tempered
			Completes Tasks
			Well-Groomed
			Likes to Work with Others
			Likes to Work Alone
			Likes to Learn Something New
			Completes Daily Chores/Handles Responsibilities at Home

Comments:

INFORMAL ASSESSMENT INSTRUMENTS: TEACHER INTERVIEW

Student's Name__________________ School________________________

Teacher________________________ Date___________________________

Subject________________________ In Grade________________________

I. Personal characteristics related to work attitudes	**Comments**
A. Appearance - Cleanliness of body, clothing, shoes. Appropriate grooming (hair, make-up, shave, etc.)	____________________
B. Personal Habits and Manners - Appropriate use of manners. Does not interrupt others. Does not use loud or profane language.	____________________
C. Attitude - Shows interest and enthusiasm for an assigned task. Accepts direction. Demonstrates a sense of loyalty.	____________________
D. Industriousness - Demonstrates interest, initiative and enthusiasm. Stays on task.	____________________
E. Effort - Works to the best of ability. Applies self to task at hand. Is cooperative and interested.	____________________
F. Self-criticism - Realistically views own ability to do task. Can see own shortcomings and makes effort to improve.	____________________
G. Criticism from Others - Accepts realistic criticism from peers and supervisors. Wants to improve on required tasks.	____________________

H. Self-Concept - Feels good about self. Is realistic about personal strengths and weaknesses. Is self-confident; does not dwell on weaknesses but tries to maximize strengths. ____________________

I. Punctuality - Arrives on time for class and from breaks. Is on time for appointments. ____________________

J. Attendance - Has good attendance record. ____________________

II. **Interpersonal - Skills** Comments

A. Social/Personal Skills - Pleasant, outgoing, friendly; has characteristics which help the student be more acceptable to fellow workers/students. ____________________

B. Worker-Relationships - Ability to get along, fraternize, converse, integrate with teacher/supervisor on a respectful plane. ____________________

C. Cooperation-Attitude - Ability to work with others. Recognizes necessity of cooperation. ____________________

D. Cooperation-Performance - Able to perform as a member of a team effort; works smoothly with others; cooperates with others. ____________________

E. General Activity Level - Degree of excitability, motion, tenseness obvious most of the time. Ability to control actions within normal limits. ____________________

F. Calmness with Change - Ability to accept changes in situation without becoming upset. Able to take directions, reprimands, suggestions without losing temper or showing emotional outburst or decrease in work production. ____________________

G. Attention - Always pays close attention to work and directions. Ability to center attention toward the teacher or supervisor. ______________________

III. **Communication Skills** (circle all that apply)

A.	Speech (volume, understandability)	soft	moderate	loud	
		good	poor	covers mouth with hand	
		low volume		speech impediment	
B.	Eye Contact	generally present	occasionally	hardly ever	none

C. Comprehension of Language (understanding) good average poor

Additional Comments:

INFORMAL VOCATIONAL ASSESSMENT SUMMARY

CONFIDENTIAL INFORMATION

Student's Name ______________________ Age ______ Sex ______ DOB ______

Home School ______________________ Grade ______

Parent's Name ______________________ Address ______________________ Phone ______

I. GOALS

A. Vo-tech training interests
   1st choice ______________________
   2nd choice ______________________

B. Goals/interests for after high school graduation
   1. ______________________
   2. ______________________
   3. ______________________

C. Parents comments ______________________
____
____

D. ATTACH COPIES OF STUDENT'S 4-YEAR PLAN AND TRANSCRIPTS.

II. BACKGROUND/READINESS

A. Prior training/experience
   1. Work experience
      a. Paid ______________________
      b. Volunteer ______________________
      c. Other (school jobs, etc.) ______________________
      ____

B. Coursework
   1. Practical arts classes and grades.
   ______________________ ______
   ______________________ ______

C. ACCESS SKILLS (attach checklist)
   ______ Adequate ______ Lacking in some areas

D. Physical characteristics
   1. Height ______ 2. Weight ______
   3. Vision ______ Glasses ______ Contacts ______
   4. Hearing ______
   5. Medications ______________________
   6. Physical limitations ______________________
   ____

E. Attendance
   1. Number of days missed: This year ____ Last year ____
   2. Suspension/detention: This year ____ Last year ____
   3. Excessive tardies ______________________

Reasons ______________________
____

F. Grooming/behavior skills ______________________

E = Excellent
A = Adequate
NI = Needs Improvement

	E	A	NI
Wears appropriate clothes			
Clothes neat and clean			
Hair neat and clean			
Takes daily shower/bath			
Brushes teeth daily			
Keeps hands clean			
Uses make-up appropriately			
Peer interactions			
Interactions w/ authority			
Reaction to criticism			
Attention to task			
Ability to follow oral directions			
Ability to follow written directions			
Quality of work			
Quantity of work			
Initiative			
Works safely at all times			
Turns in assignments			
Attitude toward school			
Fine motor skills			
Gross motor skills			

III. RECENT TEST DATA

A. Intelligence

WISC-R

Date__________________ Other______________________________

Verbal____

Performance____

Full scale____

B. Achievement

	Test	Date
Reading	______________________	__________
Math	______________________	__________
Written Language	______________________	__________
Spelling	______________________	__________

C. Aptitude (Aptitude tests, observations)

ASVAB Date______________________ GATB Date____

OTHER/DATE____

Strengths	Weaknesses
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

D. Interest Inventory

Inventory Used_______________________________________

Area of Interest______________________________________

E. Preferred Learning Style

_______Auditory _______Visual

_______Kinesthetic _______Combination

IV. RESOURCE INFORMATION

A. Special Services Teacher_____________________________

B. Counselor____

C. Date of last IEP/IVP review__________________________

D. ATTACH COPY OF IEP/IVP

V. SPECIAL LEARNING NEEDS

A. Diagnostic category

____

B. Areas of strength

1. ____________________________________
2. ____________________________________
3. ____________________________________

C. Areas of weakness

1. ____________________________________
2. ____________________________________
3. ____________________________________

D. SPECIAL CONSIDERATIONS NEEDED

(Please check)

____Notification of special teacher or counselor concerning
    ____reading assignments
    ____written assignments
    ____math assignments
    ____tests
____Supplemental study guides or handouts
____Assistance with note-taking
____Needs to use calculator
____Sit near front of room
____Tests read to student
____Additional time needed to complete tests
____Adjusted course curriculum
____Pass/Fail grading
____Use of behavior contracts
____Career counseling
____Monthly progress reports
____Support personnel monitoring/counseling
____Parent contact
____OTHER (health related, assistive devices, etc.)
____ ________________________________
____ ________________________________
____ ________________________________

Sample Assessment Instruments

In order to determine a student's **level of career development,** the vocational special needs counselor might want to use:

Career Occupational System
(COPsystem), Form P and R
EDITS, Inc.
P.O. Box 7234
San Diego, CA 92107

Reading-Free Vocational Interest Inventory
EDMARK Corporation
P.O. Box 3218
Redmond, WA 98073-3218
(206)861-8200
(800)426-0856

Access Skills: Generic Informal Assessment
Instruments and Checklists
Missouri LINC
401 East Stewart Road
University of Missouri-Columbia
Columbia, MO 65211
(314)882-2733 or
(800)392-0533 (Missouri only)

Life Centered Career Education
The Council for Exceptional Children Publications
1920 Association Drive
Reston, VA 22091-1589
(703)620-3660
(800)845-6232

Singer Vocational Evaluation System (VES)
New Concepts Corporation
2341 South Friebus, Suite 14
Tucson, AZ 85713
(602)323-6645
(800)828-7876

Valpar Component Work Sample Systems
Valpar International Corporation
2450 West Ruthrauff
Tucson, AZ 85705
(602)293-1510

To determine a student's **learning styles,** the vocational special needs counselor might use:

C.I.T.E. Learning Styles Instrument
Staff Development Teacher Services
301 South Grove
Wichita, KS 67211
(316)833-2484

Learning Style Inventory
McBer and Company
137 Newbury Street
Boston, MA 02116
(617)437-7080

Reading Skills Inventory
Marie Carbo
Learning Research Associates, Inc.
Box 39, Dept. 8
Roslyn Heights, NY 11577
(800)331-3117

Learning Style Inventory (LSI)
Learning Style Network
- St. John's University
Utopia and Grand Central Parkway
Jamacia, NY 11439
(718)990-6335
- Reston Publishing Co., Inc.
Reston, VA 22091

American Vocational Association. (1990). *The AVA guide to the Carl D. Perkins vocational and applied technology education act of 1990.* Alexandria, VA: AVA.

Boyer-Stephens, A. (1984). *Sample informal observation checklist.* Columbia, MO: Columbia Area Career Center.

Boyer-Stephens, A. & Wallace, S. (1988). *Access skills: Generic informal assessment instruments and checklist.* Missouri LINC, University of Missouri-Columbia: Columbia, MO: Instructional Materials Laboratory.

Brown, L. (1987). An ecological perspective. In D. D. Hammill (Ed.), *Assessing the abilities and instructional needs of students.* Austin: Pro-Ed.

Closer Look. (1981). *A project of the parent's campaign for handicapped children and youth.* Midwest City, OK: Midwest Media.

Federal Register. (October 11, 1991). State vocational and applied technology education programs and national discretionary programs of vocational education: proposed rule. *Federal Register*, 56(198), p. 51460-51461.

Flanagan, M.; Boyer-Stephens, A.; Maxam, S.; Hughey, J. & Alff, M. (1987). *Career assessment instrument resource guide: A manual for assessing vocational special needs students.* Missouri LINC, University of Missouri-Columbia; Columbia, MO: Instructional Materials Laboratory.

Flanagan, M. & Johnson, J. (1987). *Access skills: Employability and study skills assessment and curriculum guide.* Missouri LINC, University of Missouri-Columbia: Columbia, MO: Instructional Materials Laboratory.

Freidenberg, J. & Bradley, C. (1984). *Bilingual voc ed.* Columbus, OH: The National Center for Research in Vocational Education.

Individuals with Disabilities Education Act of 1990, 20 U.S.C. §§ 1401(a)(19) and (20).

Martinez, R. (1989). Assessment: An ecological view point. *LD Forum,* 14(3), 18.

Missouri Department of Elementary and Secondary Education. (1986). *Missouri vocational planner's guide for the Carl D. Perkins Vocational Education Act of 1984.* Jefferson City, MO: Author.

Missouri LINC. (1988). *Informal vocational assessment summary* (with adaptations from Missouri teachers). University of Missouri-Columbia: Columbia, MO: Author

NICHCY. (1990). Vocational assessment: A guide for parents and professional. *NICHCY,* 6, 1-10.

Sarkees, M. & Scott, J. (1986). *Vocational special needs.* Alsip, IL: American Technical.

Sarkees, M.D. & Scott, J.L. (1985). *Vocational special needs*. Homewood, IL: American Technical.

Zenk, G. (1982). *Business and vocational education.* Grand Forks, ND: University of North Dakota.

SAMPLE LETTER TO PARENTS

Dear Parent/Guardian:

The ____________________ Area Vocational-Technical School offers a service that we hope will benefit the students with special needs who attend our vocational school. As you know, these students are those who have been in a special program for the learning disabled, E.M.H., speech, hearing or visually impaired, physically handicapped, or any other program which requires an I.E.P. (Individualized Education Plan).

As the Vocational Resource Educator for the ______________________ Area Vocational-Technical School, I am actively involved in helping students make a successful transition from high school to the vocational school. I work with the vocational teachers, the special education teachers from the sending schools, counselors, administrators and you, as parents or guardians, to achieve the goal of success for your student. Although I am not in a classroom setting with each student, I am available to meet with the student to help them adjust to the vocational school and help them solve any problems they may encounter. I hope to get to know the students personally and follow their progress throughout the year.

I look forward to working with your student during this school year and if at any time I can be of assistance to you or your student, please don't hesitate to contact me. I can be reached at the _____________________ Area Vocational Technical School by calling _____________________.

Sincerely,

Vocational Resource Educator

SAMPLE LETTER TO PARENTS

Dear Parent/Guardian:

The ________________________ Area Vocational Technical School would like to take this opportunity to inform you and your 8th grader of the vocational education opportunities available within __________________ Public Schools. With the coming of the 19___ school year, your child will be entering an exciting new experience as a high school student. These four years are vital in preparing your son/daughter to meet future goals.

Your child will soon be enrolling in classes for the upcoming school year and will be developing a four year plan. This plan outlines the courses your child would like to take in high school in order to prepare for his/her chosen career. In view of the graduation requirements, it is very important to work closely with your child to develop this plan. To assist you in the development of the plan, we have enclosed a listing of the vocational opportunities available. Vocational education is designed for all individuals who plan to enter the work force, whether they further their education or begin full time employment upon graduation.

The staff of the _____________________ Area Vocational Technical School would like to wish your child success during high school. If you would like additional information concerning the programs offered at the Vocational Technical School, please feel free to call __________________.

Sincerely,

Director

Enclosure

Additional Resources and References

American Vocational Association. (1990). *The AVA guide to the Carl D. Perkins vocational and applied technology education act of 1990.* Alexandria, VA: AVA.

Boyer-Stephens, A. & Wallace, S. (1988). *Access skills: Generic informal assessment instruments and checklist.* Missouri LINC, University of Missouri-Columbia: Columbia, MO: Instructional Materials Laboratory.

Brown, L. (1987). An ecological perspective. In D. D. Hammill (Ed.), *Assessing the abilities and instructional needs of students.* Austin: Pro-Ed.

Closer Look. (1981). *A project of the parent's campaign for handicapped children and youth.* Midwest City, OK: Midwest Media.

Federal Register. (October 11, 1991). State vocational and applied technology education programs and national discretionary programs of vocational education: proposed rule. *Federal Register,* 56(198), p. 51460-51461.

Flanagan, M.; Boyer-Stephens, A.; Maxam, S.; Hughey, J. & Alff, M. (1987). *Career assessment instrument resource guide: A manual for assessing vocational special needs students.* Missouri LINC, University of Missouri-Columbia: Columbia, MO: Instructional Materials Laboratory.

Flanagan, M. & Johnson, J. (1987). *Access skills: Employability and study skills assessment and curriculum guide.* Missouri LINC, University of Missouri-Columbia: Columbia, MO: Instructional Materials Laboratory.

Freidenberg, J. & Bradley, C. (1984). *Bilingual voc ed.* Columbus, OH: The National Center for Research in Vocational Education.

Individuals With Disabilities Education Act of 1990, 20 U.S.C. §§ 1401(a)(19) and (20).

Martinez, R. (1989). Assessment: An ecological view point. *LD Forum,* 14(3), 18.

NICHCY. (1990). Vocational assessment: A guide for parents and professionals. *NICHCY,* 6, 1-10.

Sarkees, M. & Scott, J. (1986). *Vocational special needs.* Alsip, IL: American Technical.

Zenk, G. (1982). *Business and vocational education.* Grand Forks, ND: University of North Dakota.

FACILITATE THE MAINSTREAMING PROCESS

GOAL 3: FACILITATE THE MAINSTREAMING PROCESS

Overview

A major role for the Vocational Resource Educator is to facilitate the mainstreaming process of students with disabilities in vocational programs. The primary responsibilities for the VRE include:

- Assisting in vocational assessment,
- Communicating vocational program information to students and parents,
- Assisting in appropriate educational placement,
- Providing resource assistance to vocational instructors: resource materials, equipment modifications, curriculum modifications, and to act as a liaison with sending schools, and
- Assisting in the placement process of students into gainful employment or postsecondary education after training.

For the secondary VRE, primary responsibilities include:

- Participating in the development of the IEP, specifically the vocational component,
- Implementing the IEP within the parameters of the vocational program, and
- Assisting in the evaluation of the IEP goals and objectives.
- Legislation mandates that transition planning be evident in the IEP by:
    1) Participation in the development of transition goals and objectives,
    2) Assistance in appropriate transition activities,
    3) Service as a member of the transition planning team linking student and community agencies.

For the postsecondary and secondary VRE, responsibilities include:

- Helping to assure smooth articulation into postsecondary training for students with disabilities,
- Planning with the student the appropriate vocational program which may include identifying and coordinating services with state and federal agencies, such as

Vocational Rehabilitation, Rehabilitation Services for the Blind, Job Training and Partnership Act (JTPA), Veterans, etc. (if appropriate),

- Implementing the vocational program individually designed for the student and with resources from appropriate agencies if applicable, and

- Evaluating the effectiveness of the student's vocational plan and advising the agencies involved, if appropriate.

What Is an IEP and Why Is It Necessary?

P.L. 92-142, the *Education of All Handicapped Children Act*, places responsibility for identifying and educating students with disabilities, ages 5-21, with all educators, not just special educators. This legislation specifies the development of an Individualized Educational Plan (IEP) for all students with disabilities. The IEP benefits both students and educators by providing a comprehensive plan for the delivery of services. The IEP is a plan that provides structure and guidance to the educational program, maximizing the potential for success of the student with disabilities.

There is no State mandated format for an IEP, so there will likely be differences in the IEP forms from sending schools. In general, the IEP form must include the following information:

- Present Level of Performance. The participants in the IEP meeting first must state clearly their understanding of the child's present level of educational performance. This information is derived from formal and informal assessment processes. It summarizes both the strengths and weaknesses of the student.

- Annual Goal(s). These should describe what the child with disabilities can reasonably be expected to accomplish within one year. Goals should relate to the weaknesses identified in the present level of performance.

- Short-term Objectives. These must be measurable and provide intermediate steps between the child's present level of performance and the established goal.

- Long Range Transition Goals. (See Goal 5 for more information.)

- Specific Support Services. These services, such as occupational therapy, physical therapy or special transportation, are provided as necessary in order for the student to benefit from special education services.

- Percent of Time in the Regular Classroom. The extent to which the student will be able to participate in regular education programs should be described.

- Dates for Initiation of IEP and Review of Services. The IEP should indicate when services will begin and when it is anticipated they will end. The IEP must be implemented as soon as possible following the meeting during which the IEP is developed and reviewed at least once during each school year.

- Specific Criteria for Evaluation of Student Progress. Evaluation criteria specify the level of performance a student must demonstrate to indicate achievement of a particular objective. Evaluation procedures are the means which will be used to assess student performance. Evaluation schedules establish a time line which tells when achievement of specific objectives is expected.

The IEP is considered to be confidential and the goals and objectives must be evaluated at least annually (Resource Guide, 1981, pp. 19-20). School districts can share the IEP with vocational school representatives when this is part of educational planning. Missouri mandates that the IEP of a student enrolled in a vocational program must be easily accessible to vocational educators and support personnel working with the student. In addition, the Carl Perkins Act of 1992 mandates that vocational goals and objectives be included in the IEP of secondary students enrolled in vocational training.

What Is the Secondary VRE's Role in the Development of the IEP?

The VRE's role involves being a liaison between vocational and special education, an advocate for the student, a source of referral information and contacts, and a source of information about vocational training and placement options. The VRE's involvement in the development of the IEP should include being:

- Involved in vocational educational assessment, planning and placement,
- A participating member of the IEP team,
- A contributor to the development of the vocational component of the IEP,
- A contributor to the development of transitional goals and objectives, and
- A monitor and evaluator of the vocational component of the IEP.

The VRE is not responsible for initiating the IEP process but should participate once the process has been initiated.

If a VRE has a number of sending schools, it may be difficult to attend all of the IEP meetings scheduled. Every effort should be made to participate in this planning process or to send a delegate. In the event that attendance is impossible, the VRE should help develop the vocational goals and objectives for the student so they can be presented and approved by the IEP team during the meeting. Since Special Education teachers are not often familiar with exit level competencies of vocational classes, it is the responsibility of VREs to present this information and help develop the vocational content of the IEP. The content of the vocational classes, teaching methods utilized, grading system, readability level of the textbooks, and amount of written work are all parts of the vocational class that a VRE should be able to speak about during an IEP meeting. The checklist in the Resources for Goal 3 outlines information about IEP planning with which VREs should become familiar.

How Does the IEP Process Work?

The IEP process, shown below, is clearly established and consists of nine steps requiring input from special and vocational educators.

Activities and Inputs for Special Education Personnel		**Activities and Inputs for Vocational Educators**
Review and analyze referral information Disseminate referral procedure Disseminate information describing available special education and related services	*Referral of Students*	Identify students encountering learning difficulties Refer student requiring special services to succeed
Obtain consent for evaluation of learner from parents Collect additional information	*Informal Data Collection*	Provide requested information regarding vocational education program and/or referred learner
Complete a comprehensive evaluation by psychologist and other special education personnel	*Evaluation*	Vocational evaluation, if necessary
Determined by special education personnel	*Eligible for Services*	Coordinate the determination of learner's vocational interest and aptitude
Contact parents Arrange meeting Appoint LEA representatives Conduct meeting(s) Identify the least restrictive environment placement	*Sharing Assessment Information*	Review assessment information on the basic skills (e.g., reading) Assist in determining least restrictive environment
	Placement Decision	Identify goals and objectives for the vocational education program
Develop annual educational goals and objectives	*Developing and Writing the IEP*	Select goals and objectives for the learner Design instructional plans and materials
Provide specialized instructions Provide support and teacher consultation services Manage the monitoring and evaluation of the IEP	*Implementing and Monitoring the IEP*	Specify support services and special materials needed Identify needed equipment and facility modifications Develop cooperative arrangements for implementing and evaluating the IEP Compile and report learner progress information
	IEP Evaluation	Assess learner attainment of goals and objectives Recommend changes in IEP Evaluate support services and assistance received

Adapted from: *Procedures for Identification, Evaluation and Placement of Exceptional Children.* Frankfort: Bureau of Education for Exceptional Children, Kentucky Department of Education, n.d. (Albright, 1978)

Who Is on the IEP Committee?

Public Law 94-142 requires a multi-disciplinary team comprised of:

1. A representative of the student's local education agency (LEA);
2. Child's teacher(s);
3. Parent(s) or guardian(s);
4. Student with disability, as appropriate;
5. Additional IEP team members, where appropriate, might be:
    - Physician,
    - Therapist,
    - Social Worker,
    - Psychologist,
    - Counselor,
    - Employer,
    - Administrator(s),
    - Vocational Resource Educator,
    - Regular Academic Teacher,
    - Vocational Instructor,
    - Vocational Evaluator,
    - Vocational Rehabilitation Counselor, and
    - Agency Representative for Transitional Services.

What Kind of Information Is Necessary to Formulate an Appropriate IEP?

Each member of the IEP team brings specific information and knowledge about the student to the meeting in order to formulate the IEP.

VRE	SPECIAL EDUCATOR
• ACCESS SKILLS information	• Strengths and weaknesses of the student (academic and behavioral)
• Exit level competencies	• Learning style of the student
• Available support services	• Successful compensatory techniques
• Employment information - related jobs - career ladder opportunities	• Delineation of special needs/accommodations

- Information regarding transition
  - community agencies
  - state agencies
  - postseconcary training

COUNSELOR/EDUCATOR

- Knowledge of student's aptitudes and interests

- Background information contained in the permanent record

- Strengths and weaknesses of the student

- Information regarding transition resources

STUDENT

- Self-knowledge of personal interests, aptitudes and needs

- Personal goals

- Likes and dislikes

- Motivation

- Informal and assessment data on interests and aptitudes

PARENTS

- Personal goals and aspirations for their child

- Knowledge of home-related behaviors and patterns

- Knowledge of their child's demonstrated interests and abilities

VOCATIONAL EVALUATOR

- Knowledge of the student's strengths and weaknesses relative to vocational training and job placement

- Knowledge of tested interests and aptitudes

- Observations regarding motivation of the student

- Recommendations for improvement of skills and behaviors

What Information Is Needed by the VRE to Assist in the Development of the Vocational Components of the IEP?

To assist in developing the IEP, the VRE should obtain the following information:

- Vocational interests, aptitudes and experiences of the student,

- ACCESS SKILLS strengths and deficiencies,

- Academic strengths and weaknesses,

- Comments about the student's persistence, attitude and behavior,

- Description of the student's preferred learning style, speed of learning and accuracy,
- Physical capacities of the student (endurance, strength, coordination) and limitations,
- Successful compensatory techniques used in the past,
- Ideas for realistic job goals,
- Exit level competencies for the vocational program the student will enter,
- Potential job placement opportunities,
- Potential resources for transitional services,
- Identification of resources, constraints and environmental conditions that could affect training and needed modifications,
- Ideas of specific strategies and/or resources to ensure student success, and
- Ideas for possible vocational goals and objectives.

The VRE will need procedures for the development of vocational goals and objectives, as each district may differ in its IEP process. The following is suggested as a general process for the development of vocational goals and objectives by special educators and VREs.

VOCATIONAL GOAL DEVELOPMENT

1. ASSESSMENT OF STUDENT

   Interests,
   Abilities,
   Special needs:
      learning styles
      oral testing
      textbook modification
      alternate writing assignments
      taped material (oral presentations)
      behavior modification needs

2. DISCUSS TRAINING AND JOB POSSIBILITIES WITH VRE AT THE AREA VOCATIONAL SCHOOL.

   Review competencies for appropriate vocational program.
   Review student strengths and weaknesses.
   Discuss long-range plans for job placement.

3. DETERMINE REALISTIC VOCATIONAL OBJECTIVE.

   Does the job goal require training?
   Is the job available in the community or will student relocate?
   Are both student and parents in agreement concerning the vocational goal?

4. WITH ASSISTANCE FROM VRE AND/OR VOCATIONAL INSTRUCTORS, DETERMINE MODIFICATIONS NEEDED IN THE VOCATIONAL TRAINING PROGRAM.

   No modifications = no inclusions into the IEP, no help given by VRE

   Slight modifications = IEP goal(s) stating needed help (VRE monitoring, oral testing, etc.)

   Moderate modifications = IEP goal(s) relating to changes in the number of competencies attempted; significant changes in grading, assignments or performance.

   Extensive modifications = IEP goals relating to specific competencies for job placement indicating a limited vocational curriculum (skill training), and perhaps greatest emphasis put on work habits, limited time in program (one quarter, one semester, etc.).

5. WRITE IEP GOALS AND OBJECTIVES.

   Short range goals including vocational training competencies/modifications and job placement opportunities
   Long range goals including involvement of adult agencies and consideration of other transition needs

What is the Vocational Instructional Management System (VIMS) and How Can It Affect the IEP Process?

The Vocational Instructional Management System is being developed and implemented in almost every vocational school in the state of Missouri.

The characteristics of a vocational program which uses VIMS are as follows:

- Vocational objectives for preparing students for the world of work are clearly in line with the educational goals and objectives of the local district. These objectives are understood by the local staff, parents and students.

> - Based upon an occupational analysis, a clear set of measurable performance objectives has been developed for each vocational program. Objectives are arranged sequentially, from the simplest to the most complex. These objectives are reviewed and understood by the local staff, parents and students.
>
> - Evaluation criteria are an integral part of the total educational system. Frequent evaluation is made to determine differences in the amount of time needed by individual students for mastery of specific performance objectives.
>
> - Equipment, supplies and instructional resources necessary for competency-based instruction are identified. Priorities are established according to need (as indicated by student performance objectives) and serve as a basis for budget planning and decision making.
>
> - A system for recording each student's progress, by performance objectives, is used. A record indicating which performance objectives each student has mastered is available so that the instructor, student and parents know what has been mastered and what is still expected.
>
> - Instructional methods and techniques reflect each program's goals. Performance objectives allow sufficient time for individual learning styles so that students may master competencies essential to the occupation.
>
> - Teaching/learning activities related to performance objectives are periodically monitored by an appropriate administrator. Responsibility for supervision in the classroom and assisting the instructor in directing learning activities toward performance objectives is clearly understood. The administrator knows exactly what the student performance objectives are in order to facilitate the instructional management process (*Introduction to VIMS*, 1986, p. 4).

In general, the use of VIMS allows instructors, students and special populations personnel to designate the competencies students should be able to master. VIMS designates duty bands (similar to units of study) and tasks to be mastered under each duty band. The IEP team then has information on which to base the writing of IEP goals and objectives. Some students will be able to master all of the competencies stated, but others may master only certain tasks under certain duty bands in order to gain skills necessary for a job in the community. Caution should be taken when the IEP team designates only certain competencies to be mastered; serious consideration should be given to the availability of jobs in the community for which the student will be trained. That is, when extensively modifying the curriculum for a student, make sure jobs are available in the skill areas of the student's training.

A sample competency profile is given in the Resources for Goal 3. Competency profiles can be extremely helpful in monitoring student progress in the vocational class and for writing specific vocational goals and objectives on an IEP. The Instructional Materials Laboratory disseminates competency profiles for vocational program areas.

What is the VRE's Role in Implementing the IEP?

The content of the IEP determines many of the implementation activities a VRE designs. Vocational educators may need assistance in developing instructional plans to modify vocational coursework in order to carry out the stated goals and objectives of the IEP. The VRE may assist or identify available resources. If support services have been indicated in the IEP, the VRE contacts and coordinates or develops those services, i.e., audio-visual, large print, adaptive equipment, low reading level materials.

When academic or special education instruction is coordinated with vocational instruction, the VRE acts as the liaison, maintaining ongoing contact between the instructional activities occurring in both classrooms. Overall, the VRE serves as a vital link, working with special education and vocational personnel in the implementation of the IEP. Implementing the IEP is a cooperative effort.

How Does the VRE Ensure IEP Implementation?

To ensure that the IEP is being implemented, the VRE develops a monitoring process for the vocational component. VREs should regularly check with all personnel involved in the implementation of the vocational component. Problems may occur concerning students' attendance or behavior, curriculum modification, or collection of evaluation data. Questions may arise concerning the appropriateness of the goals and objectives or the placement. If minor problems occur, the VRE works with personnel to identify adjustments or resources that may alleviate the problem. If a serious problem or questions arises, the VRE may request an IEP review meeting from the Special Education Administration. A major change in the IEP can be made if the IEP committee determines this to be appropriate.

What Information Does the VRE Need for the IEP Review?

In the IEP, a review date and guidelines are established. As mandated by P.L. 94-142, all IEPs must be reviewed on an annual basis, usually at the end of the school year. To facilitate the review of the IEP, the VRE may assist personnel in developing procedures for collecting necessary evaluation data when the initial IEP is developed. Setting up procedures and forms to collect information on behavior, attendance, attitude, classroom performance, and achievement can help instructors evaluate the effectiveness of their instruction, and can provide accurate, organized data for the IEP review. If instructors have necessary data well organized, the VRE's periodic checks of the IEP implementation will flow smoothly. The collected data will also be readily available for the IEP review meeting.

The types of data gathered for the review depend upon the specific goals and objectives written into the IEP, but might include:

- Copies of monthly progress reports,
- Grades on tests and assignments,
- List of vocational competencies which have been mastered,
- Copies of performance-based evaluations (from shop or lab), and

- Reasons for any goals or objectives not achieved.

What Questions Should the VRE Be Prepared to Answer at the IEP Review?

Questions that are likely to be asked at the IEP review are:

- What is the general progress of the student with disabilities?
- What vocational competencies has the student mastered?
- What are the staff concerns regarding the student's progress?
- Have the short term instructional objectives of the IEP been achieved according to objective criteria stated in the IEP?
- What are the changes that appear necessary in the student's Individualized Education Program to make it more suitable to future needs?
- Is the student ready to be placed in a less restrictive environment?
- Would another vocational education placement be more appropriate for the student?

RESURGE '79 suggests that if any of the problems listed below arise prior to the annual review, a request for restaffing should be considered:

- Student's special services need to be modified,
- Student's occupational goals change and a different placement is indicated,
- Student and parents are not satisfied with the placement,
- Student's performance data indicates inability to succeed in current placement,
- Student is ready to move to a less restrictive environment, or
- A more appropriate placement is available.

Student, parents and staff should be aware of the progress the student has made, including new strengths, abilities and skills the student has acquired, and new areas of weaknesses. A new IEP should be developed by the IEP committee with goals and objectives that reflect the student's next level of expected achievement and the accompanying placement decision.

What Is an Individualized Written Rehabilitation Plan (IWRP) and Who is Responsible?

An Individualized Written Rehabilitation Program (IWRP) is the document used by the Division of Vocational Rehabilitation to plan a client's services. The Vocational Rehabilitation counselor is responsible for the completion of this plan, but he/she may request assistance from the VRE, vocational instructor or special educator when writing the plan. A copy of an IWRP form can be found in the Resources for Goal 3.

If a student has an IEP and is also a client of Vocational Rehabilitation [such as a student on a Vocational Adjustment Coordinator (VAC) caseload], a cooperative work effort should be evidenced by coordination of services in the IEP and IWRP.

Does the Job Training and Partnership Act (JTPA) Require a Plan?

Section 123 of the Job Training and Partnership Act (JTPA) provides funding for joint programs between JTPA and educational entities, including vocational education. Career exploration, occupational specific skills, job counseling, job search assistance, on-the-job training, literacy and bilingual training, pre-apprentice programs, and supportive services are examples of the kind of training activities that may be offered under JTPA. The JTPA allows 100% funding of these services for eligible students. With prior planning and collaboration with the JTPA service delivery areas (SDAs), the local district may jointly fund vocational assessment, support services, and guidance for eligible students.

When using JTPA funds, an employability development plan is usually required. The JTPA agency which funds the student will usually have available forms for this purpose. However, in the Resources for Goal 3, a sample employability development plan is provided. This plan can be arranged in a booklet-like format for easier use.

Specific considerations for planning the use of JTPA joint funding include: (1) federal vocational funds must be matched with 50% local or state funds, (2) JTPA funds may be used to pay 100% of the support services for economically disadvantaged, LEP, and students with disabilities age 16 through 21, (3) a tracking system must be developed to identify use of JTPA, federal vocational, and state or local funds, (4) joint criteria for eligibility of economically disadvantaged based on income must be established which satisfy criteria in both acts.

What Are the Roles and Responsibilities of Other Vocational Special Needs Personnel in Developing or Implementing Various Plans?

The following list, adapted from the *Vocational Planner's Guide* (1992) suggests some of the ways other vocational special needs personnel can help to plan and implement goals and objectives when these goals and objectives apply to their areas.

- Guidance, counseling, career development and placement,
- Assist in appropriate placement of students into vocational education programs,
- Assist students in successful completion of vocational education programs, and
- Facilitate the transition from school to employment or further training.

The services and activities identified may include the following: vocational assessment/evaluation; occupational orientation; acquisition of career awareness and exploration materials; dropout prevention; outreach; placement and follow-up; and other unique needs identified by the eligible recipient (the vocational school applying for the funds).

Roles of other personnel, as defined in the *Vocational Planner's Guide* (1992) are as follows:

- Basic Skills Instructor
    1) Address basic skills (reading, writing, math) deficiencies identified through assessment or by the vocational instructor,
    2) Coordinate instruction with the vocational instructor and/or VRE,
    3) Provide group instruction where similar deficiencies exist, and
    4) Advise student, instructor, VRE and parent of student progress in the area.
- Supplemental Professional Staff
    1) Assist vocational instructor in teaching skills,
    2) Teach specific skills laid out by the IEP,
    3) Assist in monitoring progress of student(s), and
    4) Be integrally involved in the instructional goals for students who are classified as Early Entry.
- Vocational Teacher Aides
    1) Assist vocational instructors in supervision of students,
    2) Assist in monitoring progress of student, and
    3) Depending upon skill level in the trade area, an aide may be designated to teach/reinforce a specific skill identified in the IEP under the supervision of the instructor.
- Interpreters for the Deaf
    1) Assist with vocabulary development, testing, demonstrations and lectures, and
    2) Assist in counseling.
- Readers and Notetakers
    1) Assist in taking class notes or reading materials.

When developing an IEP, the above personnel should be kept in mind for help in implementing specific goals and objectives. The activities outlined above are *not* all inclusive of what these personnel can do to help implement goals and objectives.

Resources

- IEP Checklist
- Competency Profile
- IWRP - Individualized Written Rehabilitation Program
- Sample JTPA Employability Development Plan
- Sample Transition Plan Formats

IEP CHECKLIST

Referral and Compilation of Information for Staffing

____ Have you obtained copies of the IEP referral forms and procedures?

____ Have you attended informational meetings to become familiar with your district's referral procedures and special education resources?

____ Have you attended inservice training sessions on procedures and techniques for identifying special populations?

____ Are you familiar with the individual(s) in your district responsible for collecting informal data on students with disabilities?

____ What types of information or data can you compile on the student?

- Standardized test scores (achievement and aptitude)
- Work evaluation results
- Attendance record
- Progress evaluation reports
- Results from diagnostic testing done on students
- Behavioral observation data
- Interest inventory results

____ Have all pertinent data on the student been collected and forwarded to the person responsible?

____ If additional information about vocational programs/classes is desired, can you make available any or all of the following?

- Exit level skills
- Course description
- Course outline
- Instructional goals and objectives
- Admission requirements
- Desirable vocational aptitudes and interests
- Instructional materials used by students
- Information regarding opportunities for job placement

____ Have you reviewed the student's cumulative folders for the following types of information?

- Reading and math achievement scores
- Previous vocational or prevocational classes taken
- Work or vocational evaluation results

- Vocational interest inventory results
- Information regarding special needs of the student
- Other pertinent information

____ Have you met with the student's teachers (present or former) to discuss his/her progress?

____ Have you met with other resource personnel who can provide additional vocational information about the student?

- Parent(s) or guardian(s)
- Guidance counselors
- School psychologist
- School nurse
- Principals
- Referring teachers
- School social workers
- Other specialists

____ Have you identified organizations or agencies in the community (e.g., sheltered workshops, community colleges) where vocational testing and evaluations could be conducted?

____ Have you identified organizations and agencies necessary for transitional needs?

____ Do you have sufficient information to describe the student's learning style?

IEP Staffing

____ Have you considered and discussed the appropriateness of the specific vocational program for this student?

____ To what extent have all vocational education and training alternatives been examined by the team?

____ If the student is to be placed in a regular vocational class, what curriculum modifications may be needed (special learning needs)?

____ To what extent may class size, equipment availability, and other factors limit the amount of individualized attention this student receives?

____ Are the parents supportive of the proposed vocational education class?

____ If a student has already been placed in a regular vocational class, have you examined existing assessment data on the student to determine present levels of functioning?

____ For a previously identified student from special populations, have you reviewed his/her IEP and discussed his/her progress with the special education staff and parent(s)?

____ Are the goals and performance objectives for the regular vocational program available for review by the parent(s), special education staff, and others?

____ Have the program goals and objectives been reviewed by the parent(s), special education personnel and other support staff?

____ To what extent have special educators and the parent(s) been involved in selecting or identifying appropriate vocational education goals and objectives for the student?

____ Do the selected goals and objectives match the student's interests, capabilities and special needs?

____ Are the goals and objectives written in measurable terminology with clearly stated criteria for successful performance?

____ Have special education and other resource teachers and consultants been involved in outlining the instructional plans and learning experiences for the students with disabilities?

____ Are the necessary support services available to ensure that this student will receive maximum benefit from the vocational education program? Some of the following services may be appropriate.

- Special or vocational counseling
- Readers/interpreters
- Basic skills instruction
- Instructional aids/tutors/supplemental teachers
- Educational testing and diagnosis
- Special transportation
- Special equipment
- Modification of equipment
- Social work and family counseling
- Curriculum adaptation

IEP Implementation

____ To what extent are all members of the instructional team aware of the IEP plans for each class in which the student is enrolled?

____ Is there a systematic plan to coordinate and integrate various instructional activities (e.g., team teaching, math and measurement skills as needed in the vocational class)?

____ Have all needed modifications (e.g., lab equipment, instructional materials, facilities) been completed for this student?

____ Do you have a directory of resource people to contact for specialized assistance in working with students with disabilities? Such a directory might list:

- Vocational rehabilitation specialists/counselors
- Special education consultants (e.g., speech therapists, resource room teachers, mobility consultants)
- Work adjustment coordinators
- Work-study or co-op coordinators
- Mental health agency
- State agencies for the blind and deaf
- U.S. Employment Service
- Community agencies (e.g., Goodwill Industries)
- Business, industry, and labor groups
- Civic and special interest organizations (e.g., service clubs)
- Parent organizations (e.g., local chapters of National Association of Retarded Citizens, Learning Disabilities Association)

____ Do you fully understand the role that the vocational education program plays in this student's IEP?

____ Is there additional information you need to gather about the student during the early phases of implementing the IEP?

____ Have you established dates of a schedule for meeting with other teachers involved in the IEP to review the student's progress?

____ Have you discussed with the special education staff the specific types of evaluation data you should be collecting on this student (e.g., behavioral information, attendance, attitude development, classroom achievement)?

____ Are there standard forms used to compile this or other evaluative information?

____ What resources are available to assist in testing students with disabilities (e.g., resource consultants who can read or tape record written material for the student)?

IEP Evaluation

____ To what extent has this student attained the objectives and goals stated in the vocational education section of his/her IEP?

____ Have precautions been taken to insure that the student was appropriately tested (e.g., reading level of tests were at or below his/her reading level)?

___ Overall, what is the student's level of employability?

___ Has a profile been prepared illustrating the student's strengths and weaknesses in various areas? Areas included in the profile might encompass:

- Mastery of competencies
- Job readiness
- Work habits
- Social skills
- Dexterity and strength
- Communication (reading, writing, speaking)
- Quantitative and math skills
- Occupational interests

___ Have meetings been held or planned for the IEP team to compile evaluative information into a composite report?

___ To what extent were the support services the student received adequate and effective?

___ What changes need to be made in the student's IEP (objectives, support services, placement)?

___ What plan(s) have been developed to follow up students from special populations who are leaving the vocational education program to learn more about their transition from school to work?

Name: ______________________________

Introduction to Business 20-0008-C

Directions: Evaluate the student by checking the appropriate number or letter to indicate the degree of competency. The rating for each task should reflect employability readiness rather than the grades given in class.

Rating Scale: **3 Mastered** - can work independently with no supervision
2 Requires Supervision - can perform job completely with limited supervision
1 Not Mastered - requires instruction and close supervision
N No Exposure - no experience or knowledge in this area

(IBM) 7-92

3	2	1	N	**A. Understanding Economics**
				1. Distinguish between needs and wants
				2. State the basic economic problem
				3. Classify economic resources
				4. Identify economic systems
				5. Explain features of market economy
				6. Identify different types of business ownership
				7. Describe four phases of business cycle
				8. Explain the effects of inflation and deflation
				9. Interpret economic indicators (e.g., CPI, unemployment, GNP)
				10. Distinguish between world and domestic trade
				11. Make economic choices using a decision-making model
				Other: ______________________
				______________________

3	2	1	N	**B. Developing Consumerism**
				1. Describe stages in the buying process
				2. Compare types of stores
				3. Interpret advertising/promotions
				4. Calculate unit prices
				5. Interpret labels
				6. Compare national, store, and generic brands
				7. Evaluate product warranties
				8. Explain rights and responsibilities of consumers
				9. Compare sources of consumer information (e.g., consumer reports, government studies)

3	2	1	N	**D. Exploring Business Careers**
				1. Assess and evaluate personal goals and characteristics
				2. Use sources of career information
				3. Describe entrepreneurship opportunities
				4. Predict future job trends (e.g., telecommuter)
				5. Develop career paths and related requirements
				6. Select a prospective career by using a decision-making model
				Other: ______________________
				______________________

3	2	1	N	**E. Obtaining a Job**
				1. Use sources of job openings
				2. Prepare resumes
				3. Prepare letters of application
				4. Complete job applications
				5. Demonstrate job interview skills
				6. Prepare follow-up letters
				Other: ______________________
				______________________

3	2	1	N	**F. Using Banking Services**
				1. Compare types of financial institutions
				2. Compare checking and savings accounts
				3. Select banking services
				4. Open accounts
				5. Make deposits

3	2	1	N	**H. Explaining Taxes**
				1. Explain types and uses of taxes (e.g., income, social security, property, sales)
				2. Complete W-4 form
				3. Interpret W-2 form
				4. Complete 1040 E-Z form
				5. Compare tax assistance services
				Other: ______________________
				______________________

3	2	1	N	**I. Explaining Insurance**
				1. Explain purposes of insurance
				2. Describe types of vehicle insurance
				3. Describe financial responsibility laws
				4. Describe types of property insurance
				5. Describe types of health insurance
				6. Describe types of life insurance
				7. Describe income insurance
				Other: ______________________
				______________________

3	2	1	N	**J. Investing**
				1. Describe importance of investing
				2. Compare types of savings accounts
				3. Compare stocks and bonds
				4. Interpret stock market reports
				5. Describe mutual funds
				6. Describe types of income security (e.g., IRAs, Keoghs, annuities, life insurance)

IWRP - INDIVIDUALIZED WRITTEN REHABILITATION PROGRAM

Missouri Department of Elementary & Secondary Education
Division of Vocational Rehabilitation

Individualized Written Rehabilitation Program
Office______________________________

Initial Program______________________
Amended Program #_________________
Supplemental Program #_____________
Date______________________________
SS #______________________________
PA #______________________________
SSDI______________________________
SSI_______________________________

Form 90-940-505
Revised 4/78

1. In accordance with Regulation 1361.37 of Public Law 93-122 as amended, the above named individual:

   ____ Meets the basic eligibility requirement for Vocational Rehabilitation Services specified in Regulation 1361.33b.

   ____ Does not meet the eligibility requirements for Vocational Rehabilitation Services specified in Regulation 1361.33b.

   ____ Meets the requirements specified in Regulation 1361.36a for a period of Extended Evaluation.

2. The basis for the decision checked in Item 1 is as follows:

3. Vocational Goals: (Indicate projected dates the goals might be achieved.)
   A. Vocational Goal:

   B. Intermediate Objectives:

4. Services to be provided by Vocational Rehabilitation (Indicate approximate beginning and ending dates for each service):

5. Client participation in cost of services and similar benefits:

6. Client responsibilities:

7. Views of the client regarding goal, objectives and services planned:

8. Schedule of Review and Evaluation of Progress:

9. Basis for closure: ____ Rehabilitated ____ Other

10. Post-employment services planned with client. ____ Yes ____ Not Applicable

11. Annual review explained to client. ____ Yes ____ Not Applicable

Supervisor	Counselor

Note: A copy of this program is to be furnished to the client, parent or guardian.

I have participated in the development of my "Individualized Written Rehabilitation Program". I accept it and understand that it is subject to change or termination on the basis of changing circumstances and new information. I acknowledge receipt of information regarding my rights in the event of any dissatisfaction.

Client, Parent or Guardian

JTPA PLAN

EMPLOYABILITY DEVELOPMENT PLAN OF: ____________________

PROGRAM: ____________________ GRADE: __________

NAME OF HIGH SCHOOL: ____________________

SSN: ____________________ DATE OF BIRTH: __________

____________________ ____________________

Student Signature date Staff Signature date

NOTES: ____________________

____

GOAL SETTING

Occupational Goal:

Long Term __________ Short Term __________

Educational Goal:

- ____ Complete AVTS Program
- ____ Continue Education at postsecondary level

AREAS OF STRENGTH

____

____

WORK HISTORY:

- ____ No experience in Labor Market
- ____ Prior subsidized work experience
- ____ Prior unsubsidized work experience

Date	Name of employer

NOTES: ____________________

____

____

JTPA (cont'd)

STUDENT PROGRESS

First Quarter

Second Quarter

Third Quarter

Fourth Quarter/Plan

ACTIVITY	PLANNED	DATE COMPLETED
Tryout Employment		
Labor Market Orientation		
Refer to Summer Youth		
Refer to OJT		

NOTES:

JTPA (cont'd)

EXITING PLAN
(SENIORS)

GOAL: ____________________

BARRIERS:

____ Transportation/Drivers License
____ Finances
____ Relocation

Steps to Achieve Goal:

1. ____________________

2. ____________________

3. ____________________

Placement:

____ Employed

____
Employer

____ Entered Armed Services

____
Branch

____ Return to Academic Setting

____ Summer Youth

____ On-the-Job-Training

____ Tryout Employment

____ Other ____________________

NOTES: ____________________

____

____

____

____

____

TRANSITION PLAN

NAME ______________________________ AGE __________

GRADE ______________ SOCIAL SECURITY NUMBER ______________

SCHOOL ______________________________ DATE __________

HANDICAPPING CONDITION ______________________________

Have you taken vocational courses? ______________________________

If so, what type of course? ______________________________

How many years? ______________________________

Have you had any work experience? ______________________________

Paid ______________ Non-Paid ______________

JTPA ______________ Type ______________

Competitive ______________

Other ______________

Have you received training in employability skills? ______________________________

Application ______________ Interview ______________

Resume' ______________ Other ______________

Source ______________________________

What are your plans after graduation? ______________________________

____

Have you had contact with the Armed Services? ______________________________

Have you had contact with Job Corps? ______________________________

Have you had contact with the local rehabilitation counselor? ______________________________

Have you had contact with JTPA? ______________________________

Do you discuss plans for after graduation with your parents? ______________________________

____

Is there any information you need for future plans? ______________________________

____

COMMENTS:

INDIVIDUAL TRANSITION PLAN (ITP)

Student Name____________________ **Age**_____ **Projected Graduation**__________ **School**____________________ **Date**__________

		Responsibilities					
		Student/Parent/Guardian		**School**		**Service Providers**	
Transition Considerations	**Recommendations**	**Action**	**Time-line**	**Action**	**Time-line**	**Action**	**Time-line**

Participant signature: ______________________________

Additional Resources and References

The primary resources for Goal 3 are:

A Slice of Life: Vocational Development for the Handicapped.

SOURCE: Mafex Associates, Inc.
90 Cherry Street
Box 519
Jamestown, PA 15907

Public Policy and the Education of Exceptional Children, Abeson, A.; Ballard, J.; & La Vor, M. (eds.), no date.

SOURCE: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

A Guide to Interpreting and Implementing Assessment Information for Vocational Special Needs Students, Arkin-Brown, E. & Cameron, C., no date.

Competency Profiles (for all program areas).

SOURCE: Instructional Materials Laboratory
8 London Hall
University of Missouri-Columbia
Columbia, MO 65211

Resource Guides for Special Education.

SOURCE: Section of Special Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65101

Career Objective and Activity Handbook.

SOURCE: Career Assessment and Placement Center
9401 South Painter Avenue
Whittier, CA 90605

Measuring Student Growth, Erickson, R.C. & Wentling, T.L., 1988.

SOURCE: Griffin Press
P.O. Box 411
Urbana, IL 61801

Other resources and references for this section include:

Blank, W.E. (1982). *Handbook for developing competence-based training programs.* Englewood Cliffs, NJ: Prentice-Hall.

Guidelines for vocational assessment of the handicapped. (1982). Austin, TX: Texas Educational Agency.

Maxam, S. (1985). *Informal assessment: A handbook for LEAs serving special needs students in vocational education.* Columbia, MO: Missouri LINC.

National Center for Research in Vocational Education. (1979). *Development of individual education programs (IEPs) for the handicapped in vocational education.* Columbus, OH: National Center for Research in Vocational Education.

Resource guide for special education, Vol. 1-A, Administrative procedures. (1981). Jefferson City, MO: Department of Elementary and Secondary Education.

Resurge '79: Manual for identifying, classifying, and serving the disadvantaged and handicapped under the vocational education amendments of 1976 (P.L. 94-482). (1979, September). U.S. Department of Health, Education and Welfare, Office of Education, Bureau of Occupational and Adult Education, Division of Vocational and Technical Education.

Sarkees, M. & Scott, J. (1985). *Vocational special needs* (2nd ed.) Alsip, IL: American Technical.

Transition Planning Statement of Needs, Goals and Objectives. (1991-92). Columbia, MO: Missouri LINC.

Vocational Instructional Management Systems for Missouri: Introduction to Vocational Education Instructional Management, Mallory, A. & Drake, F., 1984.

SERVE AS A RESOURCE TO VOCATIONAL INSTRUCTORS

GOAL 4: SERVE AS A RESOURCE TO VOCATIONAL INSTRUCTORS

Overview

Vocational instructors know their curriculum and how to teach nondisabled students that curriculum. What they often feel uncomfortable with is how to modify their curriculum for students with disabilities. Therefore, one of the Vocational Resource Educator's most frequent requests is how to modify curriculum for students with disabilities in a regular vocational program. This goal provides the basic overview of how vocational instructors can modify their existing curriculum if modifications are needed.

The VRE assists classroom vocational instructors with curriculum modifications which enable students with disabilities to have an equal opportunity for success. These responsibilities range from working with a resistant instructor (who does not see any reason to make changes in classwork for one student) to an eager instructor who wants to have as much material and as many ideas as possible. The primary responsibility in this area is to help instructors find the appropriate resources for student needs.

A vocational instructor does not need to modify the curriculum for every student with disabilities. Modification may be needed in equipment and/or facilities, instructional techniques, or the classroom attitudinal environment. In other words, the beginning VRE should not assume every curriculum needs to be modified. Look at the student's needs, abilities, and the IEP before helping the vocational instructor modify the curriculum.

With the implementation of VIMS, the VRE and the vocational instructor have access to an extraordinary tool to utilize in individualizing instruction for students. Through specifying particular duties and tasks to be mastered in the IEP, the vocational instructor and other vocational special populations personnel know exactly where to concentrate the instructional process, and the student knows exactly what skills he/she is expected to master.

How Can a VRE Assist Instructors in Providing for Student Needs?

VREs can assist instructors in a variety of ways which will aid in meeting the needs of students with disabilities, as well as all of the students enrolled in a vocational class. Some examples of these tasks include:

- Identify the student needs and develop a procedure to inform the vocational instructor of those needs. Sample forms for summarizing IEP information can be found in the Resources for Goal 4. It may be helpful to have these forms done on colored paper.
- Identify resources for each program area that could be utilized for supplemental or remedial instruction in units which may be difficult for students.
- Be prepared to help with the provision of an awareness unit for students with disabilities. Some classes will need this information. The VRE may suggest ways for

the instructor to handle classroom problems arising from other students' attitudes toward the student with disabilities.

- Provide instructors various strategies for dealing with classroom/behavior management.

- Identify different techniques/instructional strategies through which curriculum modification can be effective.

- Provide for regular (weekly/monthly) progress reports. These will enable the instructor to talk to the VRE about concerns.

- Identify resources for equipment modification.

- Be available as often as possible for vocational instructors. When a concern arises, coping with it as quickly as possible is usually the most effective strategy.

- Ask vocational instructors to inform the VRE about upcoming assignments, tests and special projects. A sample format is included in the Resources for Goal 4.

What Instructional Techniques Can the VRE Share with Vocational Instructors?

Books, journal articles and information from teachers are all good resources for discovering a variety of instructional techniques. All instructors should be aware of the following general techniques which serve to motivate all students.

- Do not rush through.

- Emphasize key points; repeat them or summarize.

- Prepare a few questions to help gauge the extent of your student's subject knowledge.

- Maintain eye contact.

- Present lengthy material in short segments, allowing for breaks.

- Use audiovisual aids to illustrate and clarify.

- Actively involve the students. Ask questions of them and seek help for demonstrations.

- Summarize a few key statements.

- Vary methods of presentations.

In addition, there are other instructional techniques that are known to be effective with different types of disabling conditions. For example, with students who have mental retardation, some of the following techniques may be useful:

- Use concrete examples.
- Repeat basic information often.
- Use demonstration and have student help with the demonstration. (Tell him/her how to do it in a step-by-step manner.)
- Always break down tasks sequentially, provide step-by-step instruction.
- Minimize irrelevant information.
- Provide accurate, specific feedback.

ADAPTED FROM: Tindall, L.W., *Puzzled About Educating Special Needs Students*, 1980.

For students with learning disabilities, instructional techniques are related to the specific disability. Some of the following suggestions may be helpful:

- Avoid cluttered pages or unreadable handouts.
- Give shorter assignments.
- Allow for alternative ways to complete assignments (i.e., paper/pencil or oral presentations.)
- Provide private space for an easily distracted student to work.
- Give feedback often.

ADAPTED FROM: Tindall, L.W., *Puzzled About Educating Special Needs Students*, 1980.

The Resources for Goal 4 contain several lists of suggested instructional techniques which a VRE or vocational instructor could adapt to various disabling conditions. Also, in the Additional Resources and References section, there is information regarding materials a VRE could utilize to become aware of other instructional strategies.

How Does Information on Student Learning Styles Affect Teaching Techniques?

Learning style inventories are usually self-reports made by students about the ways they learn best. If an instructor is aware of the best learning styles of the students, teaching styles can be adapted to fit the learning styles. Not only can teaching styles be adapted, but also curriculum modifications might be made in order to help the student learn. For example, if an instructor is lecturing and a student's best learning style is visual, that student might be given an outline of the lecture and encouraged to take pertinent notes on the outline. Similarly, if an audiovisual presentation is the classroom activity for the day, a student could be given a transcription or transcription adaptation of the tape to follow and study.

During an inservice, it may be helpful to have instructors take a Learning Styles Inventory and relate how they learn to how they teach. This activity gives instructors some insight into the ways different students learn and how they might modify their teaching strategies to capitalize upon a student's strengths. *Vocational Special Needs*, by Sarkees & Scott, has additional information on learning styles and also a sample Teaching Styles Inventory which may be useful for inservice training activities.

The Resources for Goal 4 contain the CITE Learning Styles Instrument and teaching strategies to use for a variety of learning styles. A similar instrument called the Learning Styles Inventory can be purchased in both written and computerized versions. See the Additional Resources and References for ordering information. A module on learning styles has been developed by Missouri LINC to provide more detailed information.

How Can the VRE Assist Vocational Instructors with Classroom Management?

VREs can initially alert instructors to possible concerns about students in the area of behavior skills. Once a behavior is identified, it can more easily be dealt with. However, the classroom environment and expectations sometimes create behavior problems. It is advised that VREs work with instructors in developing classroom rules which are distributed to all students at the beginning of the year. These rules are often not stated in Student Handbooks, but are the unstated preferences of individual teachers (some let students chew gum during class; some do not). If these unwritten classroom rules are specified at the outset, students know what the expectations are and choose whether to adhere to the rules or not. This can prevent many behavior "problems", and certainly prevents the "I didn't know..." syndrome.

VREs should also be familiar with the development of behavior contracts. Several formats are given in the Resources for Goal 4. Missouri LINC has developed a Behavior Management module for more information on positive approaches to use in the classroom. The Additional Resources and References section contains other information on behavior management resources which may be useful in planning intervention strategies.

What Are Some Strategies That Will Help Increase Safety for Students with Disabilities?

Safety is usually the first unit in a vocational class, prior to going into the lab setting. All students need to understand safety concepts about the machinery and equipment they will be working with in the laboratory setting. Most vocational instructors have already developed paper/pencil tests to measure the students' knowledge for the specific vocational area, and students must usually pass this test with 100% accuracy prior to being admitted to the lab. This method of testing certainly assures that most students know the safety procedures.

However, some students with disabilities have difficulty passing a written safety test at 100% accuracy. In these cases, several alternatives are available, such as:

- Oral testing,
- Enlisting the aid of a tutor to reteach safety concepts (either another student, basic skills instructor, supplemental teacher, vocational teacher aide or special education teacher),
- Allowing students to work in the lab only with specified materials or equipment,
- Designing performance-based safety tests to be administered in the lab setting on a one-to-one basis.

If a student with disabilities is involved in an accident, the vocational instructor and VRE must analyze the situation closely to determine if the accident occurred due to the student's lack of safety knowledge. The following questions might be considered:

- How did the student do on this particular portion of the safety test?
- What has been the student's performance in the past in the lab setting?
- Did the student understand what caused the accident?
- What is the student's reaction to the accident? (Fear, guilt, confusion, "no big deal" attitude)
- Could the accident have happened to anyone? (Have you ever known anyone involved in this type of accident?)
- Does the student know what to do to prevent another accident of this type?

If the accident can be directly related to the student's disability (memory problem, etc.), then steps need to be taken to protect the student and others. Some suggestions may be:

- On equipment, the student must always have a supervisor (or buddy) present.
- Equipment modifications need to be made (i.e., directional arrows, safety guards, etc.).
- Steps for each operation must be orally given to the instructor before beginning a task.

Of course, if the danger to self and others is great, then removal of the student from the setting is also an option. This should be a last resort and should follow policy guidelines of the district for removing a student from a class. Normally, this will involve holding an IEP meeting. There should be an administrative, *written* policy on how to deal with emergencies *and* all parties should know what the policy is in advance.

What Are Some Sample Resources in the Area of Curriculum?

There are many resources in the curriculum area. The following is not an all-inclusive list, but a VRE should be on the mailing list to receive catalogs from at least some of the following distributors.

General Catalogs

American Vocational Association
1410 King Street
Alexandria, VA 22314
800-826-9972

Career Aids Division
Opportunities for Learning, Inc.
941 Hickory Lane, P.O. Box 8103
Mansfield, OH 44901-8103
800-243-7116
(catalogs in software, occupational, vocational and career (OVC) catalog and industrial and technical ed.)

Delta X Industries, Inc.
P.O. Box 313
Marinette, WI 54143

Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520

Educational Design, Inc.
47 W. 13th Street
New York, NY 10011

Educulture
1 Dubuque Plaza
Dubuque, IA 52001

EMC Publishing
Changing Times Education Service
300 York Avenue
St. Paul, MN 55101
800-328-1452

Fearon/Janus/Quercus
500 Harbor Blvd.
Belmont, CA 94002
800-877-4283

Fearon Teacher Aids
P.O. Box 280
Carthage, IL 62321
800-242-7272

Glencoe/Macmillan/McGraw-Hill
P.O. Box 508
Columbus, OH 43216
800-334-7344

Goodheart-Willcox Co., Inc.
123 W. Taft Drive
South Holland, IL 60473
708-333-7200

Learning Arts
P.O. Box 179
Wichita, KS 67201

McKnight Publishing Co.
Box 2854-808 IAA Drive
Bloomington, IL 61701

South-Western Publishing Co.
5101 Madison Road
Cincinnati, OH 45227
800-543-8444

Sunburst Communications
Box 40
39 Washington Avenue
Pleasantville, NY 10570-2838
800-431-1934

The School Co.
Dept. VOC
P.O. Box 5379
Vancouver, WA 98668
800-543-0998

Vocational/Technical Catalogs

Abraxas
P.O. Box 1416
Eugene, OR 97440

American Technical Publishers, Inc.
1155 West 175th Street
Homewood, IL 60430
800-323-3471

Bergwall Technical/Vocational Education Catalogue
P.O. Box 238
Garden City, NY 11530-0238

Bobbs-Merrill Educational Publishing
4300 West 62nd Street
P.O. Box 7080
Indianapolis, IN 46206

Chilton Book Co./Wallace Homestead Books
One Chilton Way
Radnor, PA 19089
215-964-4000

Delmar Publishers, Inc.
Two Computer Drive, West
P.O. Box 15015
Albany, NY 12212
800-347-7707

Goodheart-Willcox Co., Inc.
123 West Taft Drive
South Holland, IL 60473
708-333-7200

John Deere Distribution Service Center
Service Publication Dept.
1400 13 Street
East Moline, IL 61244
800-544-2122

Regents/Prentice Hall
200 Old Tappan Road
Old Tappan, NJ 07675
800-223-1360

South-Western Publishing Co.
5101 Madison Road
Cincinnati, OH 45227
(Industrial Education Catalogue)
800-543-8444

Curriculum Catalogs

Arizona Center for Vocational Education
Box 6025
Northern Arizona University
Flagstaff, AZ 86011

CIMC (Curriculum and Instructional Materials Center)
Oklahoma State Department of Vocational and Technical Education
1500 W. 7th Avenue
Stillwater, OK 74074-4364
800-654-4502

CORD (Center for Occupational Research and Development)
P.O. Box 21689
Waco, TX 76702-1689
FAX 817-772=8972

Educational Development Training Center
East Texas State University
Commerce, TX 75429-9990
800-356-EDTC

Extension Instruction and Materials Center
The University of Texas at Austin
P.O. Box 7218
Austin, TX 78713-7218
512-471-7716

Illinois Vocational Curriculum Center
Sangamon State University
Building E-22
Springfield, IL 62708

Ingham Intermediate School District
Capital Area Career Center
611 Hagadorn Road
Mason, MI 48855-9330
517-676-1051

Instructional Materials Laboratory (IML)
8 London Hall
University of Missouri-Columbia
Columbia, MO 65211-0001
800-669-2465

Maryland Vocational Curriculum Research and Development Center
Department of Industrial, Technological and Occupational Education
University of Maryland
J.M. Patterson Building
College Park, MD 20742

Michigan Center for Career and Technical Education
133E Erickson Hall
Michigan State University
East Lansing, MI 48824
800-292-1606

Mid-America Vocational Curriculum Consortium
1500 West Seventh Ave
Stillwater, OK 74074-4364
800-654-3988

New Jersey Vocational Education Resource Center
Rutgers University
200 Old Matawan Road
Old Bridge, NJ 08857

Ohio Agricultural Education
Curriculum Materials Service
Room 254, 2120 Fyffe Road
The Ohio State University
Columbus, OH 43210-1010
614-292-4848

The Media Center
State Fair Community College
1900 Clarendon Road
Sedalia, MO 65301

Vocational Studies Center
School of Education
University of Wisconsin-Madison
1025 West Johnson Street
Madison, WI 53706
608-263-2929
FAX 608-262-9197

What Are Some Examples of Community Resources?

The community can be utilized in a variety of ways. The most obvious is to look toward members of the vocational program advisory committees. These individuals, as well as other contacts in the community, can be utilized as:

- Guest speakers
- Job sites for job shadowing experiences
- Field trip sites
- Information sources in regard to state-of-the-art technology
- Mock interviewers for units on job seeking skills
- Judges for vocational contests (FFA, VICA, and other student vocational organizations)

Other community resources would include civic organizations. Sometimes these organizations are willing to donate equipment, time or money for items needed in different vocational programs. For example, an optimist club might donate an assistive device to enable students with visual impairments to utilize computers. Private employers can be excellent resources, too. Often they maintain curricula for employee training which they are willing to share, as well as opportunities for job site visits and possible employment.

Each community has different resources, and a VRE should become familiar with the goals and services offered in the geographical area served. Some sample resources might include:

- Social service agencies
- Private Industry Councils
- Job Service
- Civic Organizations
- Parent Groups (LDA, ARC)
- Parent Teacher Associations (PTA)

What Are Some State and National Resources Available to a VRE?

STATE

Rehabilitation Services for the Blind
Supervisor of Field Operations
619 East Capitol
Jefferson City, MO 65101

Division of Manpower Planning
221 Metro Drive
Jefferson City, MO 65101

Division of Mental Retardation and Developmental Disabilities
2002 Missouri Boulevard
P.O. Box 687
Jefferson City, MO 65102

Division of Special Education
P.O. Box 480
Jefferson City, MO 65102

Division of Vocational and Adult Education
Vocational Special Needs and Guidance Services
P.O. Box 480
Jefferson City, MO 65102

Division of Vocational Rehabilitation
2401 E. McCarty Street
Jefferson City, MO 65101

Missouri Vocational Resource Center
Instructional Materials Laboratory
8 London Hall
University of Missouri-Columbia
Columbia, MO 65211

Missouri LINC
University of Missouri-Columbia
401 E. Stewart Rd.
Columbia, MO 65211

Missouri Protection and Advocacy Services, Inc.
211B Metro Drive
Jefferson City, MO 65101

Special Education Dissemination Center
University of Missouri-Columbia
401 East Stewart Road
Columbia, MO 65211

Talking Tapes for the Blind
16 North Gore
Webster Groves, MO 63119
(314) 968-2557

Wolfner Memorial Library for the Blind and Visually Handicapped
Jefferson City, MO 65101
(800) 392-2614

NATIONAL

Closer Look (Newsletter)
Box 1429
Washington, DC 20013
(800) 522-3458

HEATH Resource Center
One Dupont Circle, NW
Washington, DC 20036
(800) 544-3284

Interchange (Newsletter)
College of Education
University of Illinois at Urbana-Champaign
110 Education Building
1310 South 6th Street
Champaign, IL 61820

National Information Center for Handicapped Children and Youth (NICHY)
News Digest
Box 1492
Washington, DC 20013

National Center for Research in Vocational Education
Univ. of Calif. at Berkeley
1995 University Avenue, Suite 375
Berkley, CA 94704

OPEN ENTRIES (Newsletter)
Center for Instructional Development and Services
Florida State University
Stone Building
Tallahassee, FL 32306-3019

OSERS News in Print (Newsletter)
Room 3018 Switzer
330 C Street, SW
Washington, DC 20202

Recording for the Blind, Inc.
20 Roszel Road
Princeton, NJ 08540
(800) 221-4792

How Can Students Be Involved in Monitoring Individual Progress?

Whenever possible, students should be involved in the monitoring process. From the development of the IEP goals and objectives to meeting their goals, students should be involved and committed to attaining those goals. Some of the ways a VRE can involve students are:

- Give the student a copy of vocational goals and objectives.
- Have the student report on progress toward achieving the goals or objectives during monthly progress meetings.
- Have the student perform a self-evaluation on a chosen format. Compare that evaluation to the instructor's evaluation and discuss discrepancies.
- Review monthly progress reports.

What Are Some Alternative Methods of Evaluating Students with Disabilities?

There are many factors that should be considered when evaluating student progress. Some of these factors are:

- Task or competency performance
- Work habit development
- Attendance
- Attitude and personal growth
- Daily class effort
- Quality of homework and outside assignments
- Performance on quizzes and tests measuring cognitive achievement
- Safety practices
- Completed project or product

Many teachers make use of multiple factors in their evaluation and grading systems. They have found that including a variety of factors in the evaluation and grading system provides incentive for students to develop proficiencies in three major areas that concern employers: skill performance, theory or understanding as required to perform work tasks effectively, and work attitude and work habits as required to become a good employee.

The practice of using multiple factors in the evaluation and grading system provides several advantages for students from special populations. First, it provides students with a guide to the type of behaviors expected in the program. If students are aware that their grades will be based on daily work performance, demonstration of good work habits and a positive attitude, quizzes and written tests, and performance of required tasks or competencies, they will normally exert more attention to these areas. The second advantage is that it provides some components that can be covered through remedial instruction by special education teachers to improve student performance. A third advantage is that it provides a way of earning a passing grade in a class, even though a student may do poorly on one factor, such as quizzes or tests. Finally, using a variety of evaluation factors makes it possible to provide more specific feedback to the student about areas of strength and weaknesses in preparing for employment. It also provides direction to the teacher for altering the instructional approach or learning environment.

Sample formats for evaluating performance can be found in the Resources for Goal 4.

What Information is Available to Assist the VRE in Providing Instructors with Alternatives to Grading Students with Disabilities?

Six common grading practices in schools are:

Grading Practice	Description
Letter or Numerical	traditional system of giving the student a mark of A, B, C, D, and F or 1, 2, 3, 4, and 5 to demonstrate relative level of performance on unit or course of study.
Pass/Fail or Credit/No Credit	criterion-based measurement system which permits the individual teacher to indicate that the student has either met or not met previously determined standards.
Checklists	criterion-based measurement system which has the instructor check student's progress against a predetermined list of needed skills or completion of specific tasks.
Contracts	student and teacher agree to assign a mark based on predetermined goals and objectives which the student will reach during the instructional period; the goals may be written in conjunction with the special education teacher/consultant. A sample Grade Contract Form is provided in the Resources for Goal 4.
Letters to Parents	a written report provided to the student or parents to give narrative information about the student's performance.

FROM: *Integrating Secondary Handicapped Students,* 1980

Sarkees and Scott (1985) list the following as characteristics of effective grading systems:

- Be fair to each student; that is, base the grade on each student's capabilities and achievement level
- Accurately reflect the competencies developed
- Design grading to enhance the student's self-concept
- Include the multiple grading factors of student effort, progress, and achievement

- **Address both quality and quantity of work performed**
- **Be easily understood by students, parents, and other teachers**
- **Provide for student involvement in evaluating work and determining grades**
- **Be flexible to accommodate the changing needs of students**
- **Be designed to encourage students to accept more responsibility for their own learning and accomplishments**
- **Ease the teacher's burden in determining grades**
- **Be designed to assist in cooperative planning activities**
- **Be continuous so students can assess their progress in relation to predetermined goals and objectives**
- **Be consistent with school system grading policy (p. 350)**

The grading system used by instructors should be tied closely to the evaluation methods used to measure student progress. For example, if a student is given daily points for proper clean up of the work area, these points should become a part of the grade. If grading procedures for a student from special populations are different from the other students, the grading system to be used should be written into the IEP. Several examples of using point systems to determine grades can be found in the Resources for Goal 4.

What Are Some Procedures for Selecting Instructional Materials?

The following pages give examples of checklists for evaluating:

- Instructional materials
- Computer programs

INSTRUCTIONAL MATERIAL REVIEW

Name of Material______________________________

Author______________________ **Copyright Date**______________

Vendor Address______________________________

Cost______________ **Reviewer**______________________

Type of Material:

___ textbook

___ filmstrip

___ slidetape

___ videotape

___ model

___ other (specify)

Appropriate grade level:

___ Elementary ___ Junior High ___ High School

Readability level:______________________________

Intended use of material:

___ student resource

___ teacher resource

___ individual instruction

___ group instruction

___ reinforcement material

___ combination (specify)

	Yes	No	Comments
1. Reading level is appropriate for learners from special populations.			
2. There are generous amounts of space on the printed page.			
3. The print and illustrations are legible.			
4. The interest level is appropriate.			
5. The illustrations are interesting, relevant and simple.			
6. The material is current in content and appearance.			
7. The material is free of racial, ethnic or sex stereotypes.			
8. New vocabulary is highlighted and defined.			
9. Concepts are presented clearly with concrete examples.			
10. Learning objectives are stated.			
11. Instructional units are sequenced properly.			
12. Review questions and answer keys are provided.			
13. Student worksheets or workbook is provided.			
14. The product can be reused by other students.			
15. The material is flexible enough to allow for supplemental materials to also be used.			
16. Required teacher preparation time is reasonable.			
17. Teacher handbook or manual is provided.			
18. The material can be used with present classroom facilities, time and equipment.			
19. Measures for evaluating student progress are included (pre and post tests, etc.).			
20. The material can be reproduced at a minimum cost.			

ADAPTED FROM: *The Special Needs Learner in Employment-Related Training* (1985).

MICROCOMPUTER SOFTWARE EVALUATION FORM

Program title____________________

Title of package/diskette____________________

Microcomputer(s) brand/model____________________

Version/copyright date____________ Cost____________

Publisher____________________

Will publisher be helpful if problems arise? ___ Yes ___ No ___ I don't know.

Equipment needed: ___Disk drive(s) ___Hard drive ___Printer

(Other ____________________)

Other materials/equipment needed____________________

Backup copy available?____________________

****

Reviewed by____________ Grade level/subject taught____________

School____________ Date previewed____________

Program Title____________ Subject Area(s)____________

Suggested Grade Levels K 1 2 3 4 5 6 7 8 9 10 11 12 College Teacher Use

Type of Program (check all that apply)

___ drill/practice
___ simulation
___ demonstration
___ problem solving
___ tutorial (teaches)
___ educational game
___ game
___ testing
___ utility
___ word processing
___ classroom management
___ authoring system

SCOPE (check one)

___ one or more programs on single topic
___ group of unrelated programs
___ one program in an instructional series
___ multi-disk curriculum package

SOFTWARE EVALUATION CRITERIA

Yes	No	N/A	
			General Design: ___ Excellent ___ Good ___ Weak ___ Not Acceptable
___	___	___	Creative, innovative, effective use of computer
___	___	___	Well-organized curriculum design
___	___	___	Free of programming errors
___	___	___	Free of excessive competition or violence
___	___	___	Free of racial, ethnic, or sex stereotypes
			Ease of Use: ___ Excellent ___ Good ___ Weak ___ Not Acceptable
___	___	___	Simple and complete instructions
___	___	___	Screens are neat and attractive
___	___	___	Speed and sequence of paging can be controlled
___	___	___	Technically easy to operate
___	___	___	Any sound is appropriate and can be turned off
			Content: ___ Excellent ___ Good ___ Weak ___ Not Acceptable
___	___	___	Factual material, grammar, and spelling are correct
___	___	___	Word lists, problems, and speed can be modified
___	___	___	Interest level, difficulty, typing, and vocabulary are appropriate
___	___	___	Provides easier or harder material in response to performance
___	___	___	Responses to errors are helpful, avoiding sarcasm or scolding
___	___	___	Response to student success is positive, enjoyable and appropriate
___	___	___	Avoids clever graphics that make it "fun to fail"

Motivational Devices Used: ___ Excellent ___ Good ___ Weak ___ Not Acceptable

___ graphics for instruction ___ color ___ game format ___ sound ___ timing
___ graphics for reward ___ scoring ___ random order ___ personalization

Comments:

Documentation Available: ___ Excellent ___ Good ___ Weak ___ Not Acceptable

___ none
___ instruction manual
___ teacher's guide
___ student worksheets
___ instructions appear on screen
___ suggest classroom activities
___ instructional objectives
___ workbook
___ tests

Comments:

Overall Opinion ** Overall Opinion ** Overall Opinion

___ Great program ! I recommend it highly!
___ Pretty good/useful. Consider purchase.
___ OK, but you might wait for a better one.
___ Select only if suggested modifications are made.
___ Not useful. I don't recommend purchase.

What Are Some Guidelines and Procedures to Assist the Instructor in Adapting Instructional Materials?

If materials need to be adapted to meet particular students' needs, rewriting may be the answer. Rewriting may seem a little difficult at first, so start small. Rewrite one or two paragraphs before a chapter. Advanced or interested students often enjoy the task of rewriting the materials. They are excellent resources. Solicit their help whenever appropriate. Rewriting instructional materials is worth the effort. It is extremely rewarding to provide students with readable materials. The following are guidelines for rewriting:

1. Read the article or textbook passage and jot down the main ideas. Keep it short and to the point.
2. Make a list of the specialized vocabulary and important concepts that are difficult. The information can be made into a study guide or cassette and presented to the students before the revised reading materials are presented.
3. Rewrite the materials following these rules:
    - Use simple words; avoid multi-syllable words whenever possible.
    - Use words that are easily sounded out.
    - Use common nouns.
    - Highlight proper names. Alert students to these names beforehand.
    - Use simple sentence construction and present tense verbs as much as possible.
4. Reread the original to ensure that correct concepts are still there.
5. Check the reading level of the rewritten material with a readability formula. The new reading level should approximate the student's reading ability.
6. Type the rewritten material in the largest type available. Leave wide margins. Encourage students to use this space for notes or questions.

Students may often have specific problems which require adaptations other than rewriting materials. The following chart lists specific challenges students may have and strategies instructors may use to adapt to those problems.

PROBLEM	ADAPTATION/STRATEGIES
Visual Perception Visual Skills for Reading Behavior	**Enlarge print** • Retype materials • Utilize individual magnifying glasses • Project material on wall using opaque projector

PROBLEM	ADAPTATION/STRATEGIES
Visual Perception Visual Skills in Reading Spelling Computation Behavior Arithmetic Readiness Problem Solving	**Reduce Distraction on Page** • Reduce problems or items on page • Frame specific items on page • Cover area on page to reduce items
Visual Perception Handwriting Motor Behavior	**Enlarge Space in Which Student Responds** • Provide separate answer sheet with adequate space for responses • Provide blackboard for written response
Visual Skills in Reading Reading Comprehension Spelling Memory Perception Problem Solving Computation Behavior	**Color Code Material** • Color code topic sentence in reading test and supporting sentences in another color • Color code directions, examples, and problems in different colors • Color code math symbols (= + - x) for easy recognition
Visual Perception Visual Skills in Reading Spelling Handwriting Motor Perception Arithmetic Readiness Computation Behavior	**Utilize Arrows for Directionality** • Provide arrows as cues for following an obstacle course • Provide arrows at top of worksheet or tape on desk as a reminder of left-to-right progression in reading or writing • Utilize arrows to indicate direction of math operations on number line
Reading Comprehension Inner Language Receptive Language Problem Solving Behavior	**Modify Vocabulary** • Rewrite directions in workbook • Provide vocabulary list with synonyms or simplified definitions • Instructor gives information or directions in simplified terms

PROBLEM	ADAPTATION/STRATEGIES
Reading Comprehension Auditory Skills in Reading Auditory Perception Receptive Language Memory Problem Solving Behavior Arithmetic Readiness Computation	**Tape Record Material** • Record directions for learner to refer • Record Test-Learner response verbally or written • Record passage; learner follows written text

Further modification options can be found in Resources for Goal 4.

What Are Some Equipment Modifications That a VRE Might Recommend?

Sarkees and Scott (1986) lists some general considerations for removal of architectural barriers, as well as for equipment modifications.

Architectural barriers to consider:

- Getting to and entering the building:

    1) Parking areas
    2) Parking spaces
    3) Curb cuts
    4) Walks
    5) Exterior stairs
    6) Doors and doorways

- Moving about inside the building:

    1) Floors
    2) Corridors and hallways
    3) Interior ramps and stairs
    4) Aisles and traffic lanes inside classrooms

- Using school fixtures, appliances and study/work station equipment:

    1) Vending machines
    2) Cafeterias
    3) Restrooms
    4) Drinking fountains
    5) Adjustable tables
    6) Controls and switches on equipment
    7) Warning devices (fire alarms, etc.)
    8) Marking hazards

9) Assistive devices (mouth controls, keyboard template, etc.) (pp. 223-248)

Another outstanding resource for equipment modifications is *Tools, Equipment and Machinery Adapted for the Vocational Education and Employment of Handicapped People.* It is available from the Wisconsin Vocational Studies Center, Publication Unit, 265 Educational Sciences Building, 1025 W. Johnson St., Madison, WI 53706.

Other resources helpful in this area are:

The Center for Special Education Technology
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
1-800-345-TECH (8324)

Technology Center for Special Education
College of Education
Room 24, School of Education
University of Missouri-Kansas City
5100 Rockhill Road
Kansas City, MO 65110
1-800-872-7066

Resources helpful in the area of computers and software:

Computer Users in Speech and Hearing (CUSH)
Dept. of Speech Pathology and Audiology
University of South Alabama
Mobile, AL 36688
(205) 460-3627

Education Department
Special Education Programs (SEP)
400 Maryland Ave, SW
Washington DC 20202
(202) 472-3394

Contact: James Johnson, DONO 4829. Programs to link developers of special education courseware with commercial publishers and to aid in national distribution of products.

Handicapped Children's Computer Cooperative Program
7938 Chestnut
Kansas City, MO 64132

Serve as a Resource to Vocational Instructors

This is a cooperative sharing project involving eight not-for-profit and public school programs in the greater Kansas City, Missouri, area. Consultation services are available for persons interested in learning more about applications of computers to children with disabilities. Also available are bibliographies of various software for educational and administrative uses. A small fee is necessary for the above services. Contact Michael Rettig at (913) 625-9281.

Resources

- Sample IEP Summary Forms
- Sample Weekly Assignment Form
- Instructional Strategies Samples
- Observational Checklist
- CITE Learning Styles Instrument
- CITE Teaching Strategies Plan
- Behavior Contracts
- Grade Contract Form
- Sample Process Checklists
- Point Systems for Determining Grades
- Curriculum Modifications Suggestions

I.E.P. SUMMARY FOR VOCATIONAL STUDENTS

Name________________________ **Sending School**______________________

Vocational Program________________________________ **Grade**__________

Special Services Placement______________________________________

____

Testing Information:

Intelligence/Date	**Aptitude/Date**	**Achievement/Date**
Verbal:		**Reading:**
Performance:		
		Math:
Full Scale:		

Preferred Learning Style: ___ Auditory ___ Visual ___ Combination

Strengths	**Weaknesses**
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Vocational Interests/Goals

Additional Comments: (Health Concerns, Attendance, Behavior, Motivation, Etc.)

Completed by____________________________ Date________________

Summary of IEP Information

Student________________________ D.O.B.________ Disability________

Parent's Name____

Parent's Address____________________________ Phone______________

Grade_____ Age_____ School_______________________________

Counselor________________________ Hall_________ VRE_________

Vocational Class______________________ Voc. Instructor_______________

Vocational Evaluation Completed: ___ Yes ___ No

This Vocational Class was recommended from the Voc. Eval. ___ Yes ___ No

Attendance Information:____________________________________

____

____

Special Behavior Concerns:__________________________________

____

____

Added Information:____________	Test Scores________________
______________________	________________________
______________________	________________________
______________________	________________________

WEEKLY ASSIGNMENT FORM

CLASS ______________________________

WEEK ______________________________

TEACHERS: PLEASE INDICATE YOUR PLANS FOR THE COMING WEEK. BE SURE TO LIST ALL READING AND WRITTEN ASSIGNMENTS, TESTS, AND ANY SPECIAL PROJECTS YOU MAY ASSIGN. IF YOU PLAN TO LECTURE, INDICATE THE LESSON(S) YOU WILL BE COVERING. IF YOU WILL BE IN SHOP, JUST WRITE THAT IN THE BOX. THANK YOU.

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

COMMENTS

PLEASE RETURN TO ________ MAILBOX BY MONDAY.

CLASS ______________________________

WEEK ______________________________

TEACHERS: PLEASE INDICATE YOUR PLANS FOR THE COMING WEEK. BE SURE TO LIST ALL READING AND WRITTEN ASSIGNMENTS, TESTS, AND ANY SPECIAL PROJECTS YOU MAY ASSIGN. IF YOU PLAN TO LECTURE, INDICATE THE LESSON(S) YOU WILL BE COVERING. IF YOU WILL BE IN SHOP, JUST WRITE THAT IN THE BOX. THANK YOU.

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

COMMENTS

PLEASE RETURN TO ________ MAILBOX BY MONDAY.

INSTRUCTIONAL STRATEGIES SAMPLES

A number of strategies may be used by the teacher to better enable students to acquire new knowledge. Some of these strategies include the following:

Reciprocal instruction is a dialogue between the teacher and students regarding the text they are reading or information being presented. The teacher and students take turns leading the discussion with the dialogue structured through the use of four strategies.

1. The passage is examined by exploring important parts, integrating and summarizing.

2. Questions based on the summary are then generated. The questions must be substantive and the answers must be able to be provided by the person generating the question.

3. The passage must be clarified. Many students with reading or learning difficulties may believe the purpose for reading is simply to pronounce words correctly. Deriving meaning from the passage may be inconsequential to some learners. As questions are asked and answers are not available, students should be cued to reread, ask for help or further discuss the possibilities to clarify the information being presented.

4. Predictions must be made about what the author may discuss next. In order to make such predictions, students will have to utilize prior knowledge and try to add to it.

Reciprocal instructions' interactive nature provides support in the learning process. The cooperative efforts between students and teachers utilizing this strategy support the questioning process, while thinking aloud offers structure needed toward acquiring correct responses.

Scaffolding provides temporary and adjustable support in the learning process and is a type of extension of reciprocal teaching. In scaffolding the teacher provides support by explaining, instructing and modeling. This support is temporary while the student is further challenged to use reciprocal instruction independently as the level of comprehension increases (Reid, 1988).

Test-Teach-Test-Reteach as a method has been found to be tried and true but often takes more time than other methods. When using competency-based education, the test-teach-test method meshes easily and therefore works well in vocational education courses and outcomes-based education. This strategy can be utilized in all classes. This approach delineates the needs of all students, allows the more advanced students to learn at a faster rate and the slower students to explore the information until competency is acquired. Pretesting a student on new information allows the teacher to determine the student's level of skill and adjust curriculum and activities to the needs of each student.

Cooperative learning provides group learning with the goal of reinforcing each other's knowledge and understanding. These groups must be well structured to meet the following criteria:

- no more than 4-6 students in a group;
- heterogeneous by ability and language;
- multicultural;
- provide a fair reward system (group grade may, be fair in some situations);
- administer individual tests, but group members test grades are averaged for final grades;
- maintain groups for 4-6 weeks to work out group dynamics before changing;
- describe each member's responsibility, clearly defining specific roles within the group. Roles defined should require different skills so all students can function in some capacity and specify how grades are determined; and
- student developed group rules with teacher assistance.

Life frequently offers opportunities for cooperative learning. The educational system can teach students how to function in such a capacity by demonstrating and practicing this strategy in the classroom while preparing for life.

Bridging is a strategy used to connect or "bridge" areas such as academics, personal/social, vocational and daily life. When lessons systematically include bridging, students receive practice in generalizing strategies to other life activities. At the same time, teachers can examine students' previous experiences which might enhance or inhibit learning. (See Resource section for an example of Bridging.)

Modeling may be necessary for students who have a difficult time utilizing or selecting a strategy to be used in a particular situation. Teachers often must verbally and physically rehearse problem solving. Demonstrating how to do a task is one thing, but demonstrating (by speaking and doing) the steps may add another dimension of understanding for some students. For example:

> A teacher wants to teach students the five steps in a recommended procedure for maintaining a battery. First, the car hood is opened. Next, corrosion is cleaned off around the battery terminals and top. The battery is then checked with a testing instrument such as a hydrometer. And finally, the battery is re-charged if it is in a discharged condition. The teacher thinks aloud the steps while demonstrating them, then says aloud, "That was only four steps. What did I forget?" The teacher rehearses thinking back through the steps aloud and can't figure out what was overlooked, then talks to some of the students and they can't think of anything left out, so they consult the book and discover together that step number two was left out. Water was to be added if they electrolyte levels were low.

This type of demonstration of the process, problems and solutions need to be modeled for some students.

Concept attainment is designed to teach basic concepts and to help students become more efficient at learning and creating new concepts. It provides tools for organizing information and approaching problems (Joyce & Weil, 1986). This model of teaching is designed to produce long-term learning by grouping or organizing information into categories for memory and retrieval. In Phase One of this strategy, the teacher present labeled examples such as fertilizers, computers, deciduous plants, etc. Students compare attributes of positive and negative examples. They then generate and test their hypotheses. Finally, they state a definition according to the essential attributes. For example:

> The teacher is teaching a unit and wants the students to attain the concept of deciduous plants. Students compare the likeness and differences in the plants to determine which are and are not deciduous. Students describe deciduous and test each plant to determine the results. From this example, judgments are made to define the essential attributes of a deciduous plant. This experiential learning for concept attainment increases long-term memory. It is important for students to "see" examples. Most instructional materials, especially textbooks, are not designed to allow for this type of concept attainment.

Discussion of how to make the determination should follow the experience. This type of discussion provides a clear example of how to think through a problem--a skill which needs to be taught.

Direct instruction as an instructional method is excellent for teaching declarative knowledge (facts/rules), as well as the procedural/elaborative knowledge (steps of problem solving, classification/sorting). Specific attention must be paid to generalization of these skills in other situations. Teachers must provide opportunities for students to generalize the skills in other settings. Components of direct instruction are described by Haring and Schiefelbusch (1976) as:

- Assess learner characteristics.
- Establish instructional goals.
- Systematically plan instruction by delineating component objectives and task sequences.
- Use instructional materials, strategies, settings and motivational events matched to the learner characteristics.
- Implement instruction considering the above components and provide continuity and momentum.
- Use motivating consequences and evaluate mastery of objectives.
- Monitor student success to determine if goals have been achieved.

Transdisciplinary/Life application offers the connection between learning in school and applying it to real life. Relating content areas to daily life and allowing students to do this may increase the motivation of some students. The best method of accomplishing this interconnection is to utilize the strategy of bridging. (See Resource section for an example of Bridging.)

The most important aspect of instructional strategy training is the extent to which students can function independently after being taught strategies. It is important that students are taught a variety of strategies for a number of situations, so that self-learning and generalization of skills may be accomplished.

What Are Some Examples of Cognitive Strategies?

Cognitive strategies are those techniques the student uses to acquire knowledge. These strategies must be taught to students just as reading, math or other subject areas must be taught. Students acquire knowledge based on schema which are abstract knowledge structures that organize familiar experiences and provide a framework for making inferences (Schank & Abelson, 1977). Schema theory allows us to place an order on the units of information being discussed or presented. The schema takes into account everything we know about a topic and puts it into some type of framework. For example, we might consider the best buy in cars. We begin by thinking:

Seating Capacity

My Needs

Cars

American		**Foreign**	
Ford	Chevrolet	Toyota	Nissan
Pontiac	GMC	Mercedes	VW
Buick	Oldsmobile	Alfa Romeo	

Gas Mileage

Dependability

Luxury

Cost

Decision____

We place each car within the categories and decide which one fits our needs (and pocketbook). For some people, this type of task is extremely difficult. Knowledge of a particular type of car or the speeds at which a car moves may be the only factors examined or even considered in the purchase. Just as we organize this information about cars, we order the information being presented in classrooms. Students often need a picture of *what* is to be learned and need to be taught *how* the information presented fits within that picture.

Some examples of cognitive strategies include the following:

Critical outlining offers the teacher or student an opportunity to pose questions in order to find important information in a text. A few examples include *timelines* or chronologically ordered sequences of events, *framed skeletons* in which parts of the outline are missing and *cause and effect*.

> Example of Critical Outlining:
> The Science teacher wants the students to describe the flow of blood from the heart, to the lungs, throughout the body and back to the heart. She provides a framed skeleton for the students to trace the flow of blood from the heart and back. She also asks students to list a chronologically ordered sequence of events describing that same flow of blood throughout the body. Students list the steps aloud, written and diagramed with a description of the flow. Finally, the teacher might also ask students to examine the cause of blood flow to various parts of the body, while examining the results if no blood flows to those parts.

SQ3R (Cheek & Cheek, 1983) enables students to acquire study skills needed for comprehending written information. SQ3R represents the steps in the process of:

- Survey - skim the chapter titles, headings, subtitles, chapter summary, graphs and captions.
- Question - turn headings into questions, trying to answer based on prior knowledge.
- Read - actively search for answers, highlighting answers as they are read.
- Recite - paraphrase answers to heading questions and give examples.
- Review - respond to all questions; connect notes from class to main headings.

(See Resource section for an example of SQ3R Worksheet)

Multi-Pass is similar to SQ3R and is used to gain information from texts or other materials. This strategy works well when used for students whose reading is at least 4th or 5th grade level. The teacher using this strategy should model it first and talk aloud while modeling. Students verbally rehearse the steps, practice the steps and the teacher gives immediate positive and corrective feedback. The strategy is as follows:

- Survey "pass" is used to familiarize yourself with the chapter by reading the title, introductory paragraph, subtitles and major headings, illustrations and captions and the summary paragraph, then paraphrase all the information.

- Size up "pass" is used to gain specific information. Questions are read at the end of the chapter, questions that can be answered are answered, clues are identified in the text to answer other questions, headings are turned into questions, and text is skimmed for answers.

- Sort out "pass" tests one's ability to answer over-all questions. If a question cannot be answered, the student is to go back to the size up "pass."

Advance organizers / Study guides could be used as introductory material presented ahead of the learning task. Their purpose is to explain, integrate and interrelate the material in the learning task with previously learned material (Ausubel, 1968). It actively involves students in learning and motivation, as well as producing well-organized notes. Teachers may design study guides for the first quarter (modeling for student how to design and use a study guide). The organizer or guide can be used to introduce a unit or lesson. It may also be used to study for a test, or in a learning activity packet that allows students to learn at their own pace.

One method of designing an advance organizer or study guide is described below:

- Turn headings into questions. Write each question on an index card. Put page numbers from the text on each card.
- On the back of each card, define the words and answer the questions.
- Go through notes and sort information according to the questions. Note any information on the back of the card.
- Sort cards into order; rewrite, if necessary, for clarity. Always paraphrase information. Summarizing is an important cognitive skills to develop.

In addition, study guides may be pages written with most of the information to be acquired included on the guide, and blanks left in which to write important terms or concepts. After students have experienced completing this type of study guide, a group study guide might be developed in which the students outline the key components of a unit just covered or one that is to begin soon. Blank spaces are offered based on the predicted questions that might be covered in such a lesson. Students often need to be taught how to make a study guide that will help them learn.

Example of an Advance Organizer:
An interior design or building trades instructor might use an advance organizer when introducing a new unit on housing designs. The organizer might look something like:

Home Designs	**Cost**	**Climate Concerns**
trailer	$18,000	dangerous in windy areas
townhouses	$60,000	tree removal to build new
apartment complex	$200,000	large clearing of land required
houses	$60,000 or more	may be built in small area

An examination of the cost of construction of each type may also be discussed, along with utility considerations, construction materials to be selected and so fourth.

Graphic representation offers pictorial representation of ideas. This should not be discounted as a method of learning. If students must comprehend literature, for example, the graphic representation of a setting, a character or even a theme may bond these concepts into memory more than words in an outline.

Colombo method allows students to be investigators and "discover" answers to questions in a unit or about a topic. This strategy helps students talk through problems and come up with solutions on their own based on experiences and information provided. This method resembles graphic representation in that students can even wear a trench coat--just as Colombo did in his "cases." Assuming another identity sometimes allows students to make mistakes easier. Role-playing someone else, through a costume of sorts, is often more motivating. Students' self-esteem rises as they model the confidence they perceive this make-believe person would have in this real-life role.

Logical inductive reasoning is an offshoot of discovery learning adapted for slow learners by Goldstein and Goldstein (1980) from Dewey's five stages in teaching reasoning, which included:

- Stage 1 Experience - the first contact with new material.
- Stage 2 Problem - involving a situation that is real to students.
- Stage 3 Data - information resources derived from students' past and present experiences.
- Stage 4 Hypothesis - suggested solution to problem based on data.
- Stage 5 Testing - verify validity of hypothesis.

The reasoning sequence includes five steps also. These steps are:

- Labeling the elements of the problem identified.
- Detailing the elements described.
- Inferring the proposed possible solutions.
- Predicting and verifying to solve the problem and evaluate the answers.
- Generalizing to identify the rules underlying the solution proposed.

Generalization of this problem solving strategy is the most important step in the process of logical inductive reasoning. All lessons should be able to be generalized either in the classroom or in another community setting.

Mnemonics utilizes key words for learning and recalling information. It is a device, procedure or operation used to improve memory (Scruggs & Mastropieri, 1990). Material is elaborated, allowing it to be systematically retrieved. An example of mnemonics is rhymes or raps to describe a sequence, function or concept to be remembered. Sentence making is another example of the use of mnemonics in which a sentence is made out of key words or phrases; for example, EGBDF (Every good boy does fine) in music or Roy G. Biv (Red, Orange, Yellow, Green, Blue, Indigo and Violet) in art. Paired associates may help students learn by considering that Roman numeral D = 500 (Indy 500), C = 100 (century), etc.

Mnemonic strategies enable students with learning disabilities and other academic difficulties to utilize the information being provided and to retrieve it at a later time. Keyword mnemonics employs acoustically similar words as meaningful substitutes for words that may be unfamiliar to the learner. For example, in teaching the unit on the suspension system in auto mechanics, the teacher might employ the use of some suspenders (either visually or verbally) to help the students make the association between suspenders and suspension--understanding they both help support something.

Pegword mnemonics provide a visual image of an object that rhymes with a number such as one is sun, two is zoo, three is knee, four is door, five is hive, six is sticks, etc. Whenever items must be remembered in sequence, the student could form an association with the object instead of the number. For example, in custodial maintenance the student is asked to complete janitorial tasks in order. The first step is to sweep the floors, then empty receptacles, then vacuum rugs, mop floors and so on. The pegword mnemonics would be used to visually draw up the image of the sun shining on the broom (one/sun/sweep). Next the student would think of a zoo full of dirty receptacles to be emptied (two, zoo, receptacles). The third step is to vacuum, and the student would remember three/knee/vacuum or three knees on the rug to be vacuumed. Students choose their own mnemonics and associations, but they must be taught to use this method.

Spelling mnemonics offer an important association in relationships between words that are difficult to spell and those that need to be spelled correctly. Scruggs and Mastropieri (1990) provide the example such that when the word cemetery is to be spelled, the schwa sound is represented by the letter E. As a matter of fact, there are three E's in the word. One way to use spelling mnemonics is to remember, "she screamed 'E-E-E' as she ran past the cemetery." Use of spelling mnemonics enables many students to spell otherwise difficult words.

Mental imagery is a form of a mnemonic device in which pictures in the mind's eye allow one to recall information. This strategy helps students remember information by recalling where it was used (movement). This is especially helpful for visual and kinesthetic learners who need to draw a mental image of some action to recall each of the steps in sequence and complete a self-evaluation.

Elaboration provides the learner with an opportunity to exaggerate information to be learned by drawing up a mental picture and adding on details to sharpen the memory. It builds up a context and meaning for the information to be remembered, usually based on prior knowledge. This strategy deals with time and words more than space and movement.

Verbal rehearsal is commonly used by many people to remember information. We repeat a phone number or apply a new routine to other well-known tasks (i.e. rules of subtraction borrowing, SQ3R and so forth). The student verbalizes the rules or steps aloud, thus allowing the teacher or peers to help correct errors. Eventually the rehearsal is no longer needed as the student rehearses silently or performs automatically.

Talk aloud is a strategy useful for any subject and any topic. The student (after much modeling and practice) talks out the problem. Stating what is known and what needs to be answered, the student solves problems systematically and can do some self-checking in the process. This strategy can be used for math, science, vocational courses, social studies, reading, etc.

Mapping is a specialized outline which provides the student more freedom than a structured outline to see the parts of the whole or vice versa. Mapping may be used as a method of introducing a unit, explaining a concept, preparing for a test and/or organizing notes (Kearns, 1989). (See Resources for an example.)

GLP helps facilitate note taking during lectures through Guided Lecture Procedures. First students are told the lesson's purpose and objectives. Students write them down and then listen. Midway through, the lecturer stops and instructs students to write in brief form all the information they can recall. The lecture is completed, and students discuss it in small groups with teacher guidance. Finally, students add to their notes as information is shared and summarized (Kelly & Holmes, 1979).

HEART is a study strategy. Each letter in the word HEART is the first letter of a different step of the study system. (See Resources for an example). The five steps to the system include:

H - How much do I already know about this topic?
E - Establish a purpose for studying.
A - Ask questions as you study.
R - Record answers to your questions.
T - Test yourself.

SOURCE: *Strategies for Students with Special Needs* (1991-92). Columbia, MO: Missouri LINC

OBSERVATIONAL CHECKLIST

Student's Name:____

Age:________ Grade:__________ Is this a self-observation? ______ Yes ______ No

If not, print the observer's name
and relationship to student:______________________________ Date:__________

Please answer the following. Questions 1-9 should help you determine the types and amount of **structure** this student needs.

1. This student works best when tasks are:
   a. short-term
   b. long-term
2. S/he prefers tasks to be:
   a. assigned by an adult
   b. cooperatively planned
3. S/he prefers tasks to be:
   a. given at regular, predictable intervals of time
   b. given at random
4. S/he works best when:
   a. under pressure
   b. free of demands
5. S/he works best when:
   a. assignments are broken into smaller parts
   b. large tasks are given
6. His/her pace of work is:
   a. methodical
   b. impulsive
7. S/he:
   a. often asks for specific direction
   b. sometimes asks for specific directions
   c. rarely asks for directions
8. S/he:
   a. needs someone to tell him or her what to do
   b. works well without supervision
9. S/he:
   a. often fails to finish tasks on time.
   b. finishes some tasks on time.
   c. almost always finishes tasks on time.

Questions 10-12 should help you determine the type of *social environment* in which this student learns best.

10. This student prefers to work__ while learning.
- a. alone
- b. in a group of peers
- c. with one other peer
- d. with an older child or adult

11. S/he likes__ activities.
- a. competitive
- b. cooperative

12. S/he:
- a. often seeks help from older students or adults
- b. often seeks help from other students about the same age
- c. rarely seeks help

Questions 13-19 should help you determine what types of *adjustments in the environment* would help this student.

13. S/he learns best when reinforcement is:
- a. frequent
- b. moderate
- c. infrequent

14. While working on an assignment or studying for a test, s/he is:
- a. sensitive to distractions
- b. not bothered by potential distractions

15. S/he works best in the:
- a. early morning
- b. late morning
- c. midday
- d. early afternoon
- e. late afternoon
- f. evening
- g. night

16. While in class or when working, s/he:
- a. prefers to eat, drink or chew things
- b. does not like to eat, drink or chew things

17. S/he likes to work with:
- a. a lot of noise
- b. some noise
- c. very little noise
- d. absolutely no noise.

18. S/he prefers a__ level of physical activity.
- a. high
- b. low

19. S/he like to__ while learning.
    a. sit in one place
    b. move from place to place

Questions 20-28 should help you determine this student's preferred *modes of learning*.

20. Put an X in the "preference" column by the activities the student prefers to do, and put an X in the "ability" column by the activities s/he is good at.

Preference	Ability	
______	______	reading
______	______	writing
______	______	art projects
______	______	group projects
______	______	game playing
______	______	oral exams
______	______	using the media center
______	______	doing math problems
______	______	doing scientific experiments
______	______	watching films or slides
______	______	participating in a spelling bee
______	______	building things
______	______	taking trips or tours
______	______	making speeches or oral presentations
______	______	talking in class
______	______	designing things (i.e., a dollhouse)
______	______	working at the chalkboard
______	______	playing instrumental music
______	______	planning activities
______	______	doing problem-solving activities
______	______	doing laboratory work
______	______	writing letters, stories, poems or plays
______	______	participating in skits or plays

21. S/he reads:
    a. rapidly
    b. at a moderate pace
    c. slowly

22. S/he:
    a. likes to look at pictures
    b. doesn't like to look at pictures

23. S/he follows visual instructions:
    a. very well
    b. moderately well
    c. poorly

24. S/he follows verbal instructions:
    a. very well
    b. moderately well
    c. poorly

25. S/he gives verbal messages:
    a. very clearly and is easily understood
    b. fairly clearly
    c. unclearly

26. S/he writes__ sentences.
    a. very clear and easily understood
    b. fairly clear
    c. unclear

27. Generally, his/her verbal skills are:
    a. very good
    b. good
    c. poor

28. Generally, his/her writing skills are:
    a. very good
    b. good
    c. poor

SOURCE: *Learning Styles* (1991-92). Columbia, MO: Missouri LINC

CITE LEARNING STYLES INSTRUMENT

From the Center for Innovative Teaching Experiences
Babich, A.M.; Burdine, P.; Albright, L.; Randol, P.
Wichita Public Schools - Murdock Teacher Center

	Most			Least
		Like Me		
1. When I make things for my studies, I remember what I have learned better.	4	3	2	1
2. Written assignments are easy for me to do.	4	3	2	1
3. I learn better if someone reads a book to me than if I read silently to myself.	4	3	2	1
4. I learn best when I study alone.	4	3	2	1
5. Having assignment directions written on the board makes them easier to understand.	4	3	2	1
6. It's harder for me to do a written assignment than an oral one.	4	3	2	1
7. When I do math problems in my head, I say the numbers to myself.	4	3	2	1
8. If I need help in the subject, I will ask a classmate for help.	4	3	2	1
9. I understand a math problem that is written down better than one I hear.	4	3	2	1
10. I don't mind doing written assignments.	4	3	2	1
11. I remember things I hear better than things I read.	4	3	2	1
12. I remember more of what I learn if I learn it when I am alone.	4	3	2	1
13. I would rather read a story than listen to it read.	4	3	2	1
14. I feel like I talk smarter than I write.	4	3	2	1
15. If someone tells me three numbers to add, I can usually get the right answer without writing them down.	4	3	2	1
16. I like to work in a group because I learn from the others in my group.	4	3	2	1
17. Written math problems are easier for me to do than oral ones.	4	3	2	1
18. Writing a spelling word several times helps me remember it better.	4	3	2	1
19. I find it easier to remember what I have heard than what I have read.	4	3	2	1
20. It is more fun to learn with classmates at first, but it is hard to study with them.	4	3	2	1
21. I like written directions better than spoken ones.	4	3	2	1
22. If homework were oral, I would do it all.	4	3	2	1
23. When I hear a phone number, I can remember it without writing it down.	4	3	2	1
24. I get more work done when I work with someone.	4	3	2	1
25. Seeing a number makes more sense to me than hearing a number.	4	3	2	1

26. I like to do things like simple repairs or crafts with my hands.	4	3	2	1
27. The things I write on paper sound better than when I say them.	4	3	2	1
28. I study best when no one is around to talk or listen to.	4	3	2	1
29. I would rather read things in a book than have the teacher tell me about them.	4	3	2	1
30. Speaking is a better way than writing if you want someone to understand what you really mean.	4	3	2	1
31. When I have a written math problem to do, I say it to myself to understand it better.	4	3	2	1
32. I can learn more about a subject if I am with a small group of students.	4	3	2	1
33. Seeing the price of something written down is easier for me to understand than having someone tell me the price.	4	3	2	1
34. I like to make things with my hands.	4	3	2	1
35. I like tests that call for sentence completion or written answers.	4	3	2	1
36. I understand more from a class discussion than from reading about a subject.	4	3	2	1
37. I remember the spelling of a word better if I see it written down than if someone spells it out loud.	4	3	2	1
38. Spelling and grammar rules make it hard for me to say what I want to in writing.	4	3	2	1
39. It makes it easier when I say the numbers of a problem to myself as I work it out.	4	3	2	1
40. I like to study with other people.	4	3	2	1
41. When teachers say a number, I really don't understand it until I see it written down.	4	3	2	1
42. I understand what I have learned better when I am involved in making something for the subject.	4	3	2	1
43. Sometimes I say dumb things, but writing gives me time to correct myself.	4	3	2	1
44. I do well on tests if they are about things I hear in class.	4	3	2	1
45. I can't think as well when I work with someone else as when I work alone.	4	3	2	1

Score Sheet, C.I.T.E. Learning Styles Instrument

Score Sheet

Visual Language
5--_____
13--_____
21--_____
29--_____
37--_____
Total_____x2=_____Score

Social-Individual
4--_____
12--_____
20--_____
28--_____
45--_____
Total_____x2=_____Score

Auditory Numerical
7--_____
15--_____
23--_____
31--_____
39--_____
Total_____x2=_____Score

Visual Numerical
9--_____
17--_____
25--_____
33--_____
41--_____
Total_____x2=_____Score

Social-Group
8--_____
16--_____
24--_____
32--_____
40--_____
Total_____x2=_____Score

Kinesthetic-Tactile
1--_____
18--_____
26--_____
34--_____
42--_____
Total_____x2=_____Score

Auditory Language
3--_____
11--_____
19--_____
36--_____
44--_____
Total_____x2=_____Score

Expressiveness-Oral
6--_____
14--_____
22--_____
30--_____
38--_____
Total_____x2=_____Score

Expressiveness-Written
2--_____
10--_____
27--_____
35--_____
43--_____
Total_____x2=_____Score

Score: 33-40 = Major Learning Style
20-32 = Minor Learning Style
5-20 = Negligible Use

C.I.T.E. TEACHING STRATEGIES PLAN

Identify strong or adequate skill areas with +.
Identify depressed or inadequate skill areas with - as an overview and instruction plan for intervention.

Auditory Numerical
__1. Drill on learning number sequences with an increasing number of digits
__2. Student may need to say a problem to himself while working on the solution

Expressiveness - Written
__1. Provide illustrations to supplement reading material
__2. Diagram the described response from learner
__3. Use pictures/illustrations directly related to the material
__4. Use programmed learning to develop written expression

Expressiveness - Oral
__1. Aid the students in organizing the concepts so they can express themselves in terms of the new information
__2. Expect feedback of small parts of the instruction so that reinforcement becomes a stimulus for further work

Social-Individual
__1. Boost student's ego occasionally to improve self-concept
__2. Compliment student when appropriate
__3. Take personal interest in student
__4. Help the student to become confident about what he/she can do
__5. Provide a quiet place for student to work alone

Social-Group
__1. Involve student in group work
__2. If situation allows, utilize this student in minor leadership roles, i.e., shop foreman
__3. Show personal interest in student
__4. Provide small group activities

Kinesthetic-Tactile and Motor Skills
__1. Enlarge space for responses, or use blackboard
__2. Separate skills into their tasks and teach individually; after mastery, recombine tasks into a skill and practice
__3. Enlarge spaces between lines
__4. Provide hands-on experiences whenever possible (touching/feeling a machine or tool in development of skill in using it)
__5. Avoid placing the student with poor motor skills in an embarrassing situation; instead, provide repetition and explicit directions.

Visual Numerical (arithmetic readiness)
__1. Give fewer problems at one time
__2. Fold worksheets into sections that present a few problems at one time
__3. Provide manipulation of concrete objects such as puzzles or letters, then progress to interpretation of abstract concepts
__4. Tape (record) directions and reading material for those having difficulty with directions sequencing and memory
__5. Arrange problems in order of difficulty
__6. Provide for extra skill practice that various somewhat from the original instruction

Visual Perception and Visual Skills
(language and numerical)
__1. Enlarge print size
__2. Reduce distractions or use fewer problems/page
__3. Increase space for writing answers or provide separate answer sheet
__4. Retype materials double spaced or larger
__5. Use color codes to emphasize important information and directions
__6. Provide arrows to direct movement in certain directions
__7. Frame, highlight or outline shapes
__8. Have learner trace shapes and/or letters
__9. If the material is visually confusing, cut a window of construction paper to focus on one part at a time.
__10. Color-code topic sentence or direction or math symbols.

Auditory Language
__1. Modify language level (vocabulary)
__2. If oral directions are not being understood, also provide written directions or record them on tape
__3. Use a peer tutor to coach the student through step-by-step directions or materials
__4. Vary voice pitch and accent the important items so that students recognize significant information
__5. Simplify and reduce the difficulty level of the instruction, or improve the match to student's learning preference style
__6. Prepare a list of new terms in the materials take time to explain terms

Description of the C.I.T.E. Instrument Nine Style Areas

Auditory Language

Students who learn from hearing words spoken may vocalize or move their lips or throat while reading, particularly when striving to understand new material. He or she will be more capable of understanding and remembering words or facts that have been heard.

Visual Language

This is the student who learns well from seeing words in books, on the chalkboard, charts or workbooks. He or she may even write down words that are given orally in order to learn by seeing them on paper. This student remembers and uses information better if he or she has read it.

Auditory Numerical

This student learns from hearing numbers and oral explanations. Remembering telephone and locker numbers is easy, and he or she may be successful with oral number games and puzzles. This learner may do just as well without his or her math book, for written materials are not important. He or she can probably work problems in his or her head, and may say numbers out loud when reading.

Visual Numerical

This student must see numbers on the board, in a book, or on paper in order to work with them. He or she is more likely to remember and understand math facts when they are presented visually, but doesn't seem to need as much oral explanation.

Auditory-Visual-Kinesthetic Combination

The A-V-K student learns best by experience--doing, self-involvement. He or she profits from a combination of stimuli. The manipulation of material along with accompanying sight and sounds (words and numbers seen and heard) will aid his or her learning. This student may not seem to understand or be able to concentrate or work unless totally involved. He or she seeks to handle, touch and work with what he or she is learning.

Individual Learner

This student gets more work done alone. He or she thinks best and remembers when the learning has been done alone. This student cares more for his or her own opinions than for the ideas of others. Teachers do not have much difficulty keeping this student from over-socializing during class.

Group Learner

This student prefers to study with at least one other student, and will not get as much done alone. He or she values others' opinions and preferences. Group interaction increases his or her learning and later recognition of facts. Class observation will quickly reveal how important socializing is to this student.

Oral Expressive
This student prefers to tell what he or she knows. He or she talks fluently, comfortably and clearly. Teachers may find that this learner knows more than written tests show. He or she is probably less shy than others about giving reports or talking to the teacher or classmates. The muscular coordination involved in writing may be difficult for this learner. Organizing and putting thoughts on paper may be too slow and tedious a task for this student.

Written Expressive
This learner can write fluent essays and good answers on tests to show what he or she knows. He or she feels less comfortable when oral answers are required. His or her thoughts are better organized on paper when they are given orally.

(Gavin, 1991)

References

Babich, A.M.; Burdine, R.; Albright, L; & Randol, P. (1976). *CITE learning styles instrument*. Wichita, KS: Murdock Teacher Center.

Carbo, M.; Dunn, R.; & Dunn K. (1986). *Teaching students to read through their individual learning styles (computer program)*. Englewood Cliffs, NJ: Prentice-Hall.

Cooper, R.M. & Brown, J.F. (1983). *Learning styles inventory*. Freeport, NY: Educational Activities.

Dunn, R. (1983). Learning style and its relation to exceptionality at both ends of the spectrum. *Exceptional Children, 49(6)*.

Dunn, K. & Dunn, R. (1978). *Teaching students through their individual learning styles: A practical approach*. Reston, VA: Reston.

Dunn, K. & Frazier, E. (1990). *Teacher style instrument*. Jamaica, NY: Learning Styles Network.

Gavin, M. (Ed.). (1991). *Still puzzled about educating students with disabilities?* Madison, WI: University of Wisconsin, Vocational Studies Center.

Keyser, D. & Sweetland, R. (Eds.). (1984). *Test critiques: Vol. 2*. Kansas City, MO: Test Corporation of America.

Knaak, W.C. (1983). *Learning styles: An application in voc ed*. Columbus: Center on Education and Training for Employment.

Mitchell J.V. Jr. (Ed.) (1985). *The ninth mental measurement yearbook*. Lincoln: Buros Institute, University of Nebraska.

National Association of Secondary School Principals. (1986). *Learning style profile (computer program)*. Reston, VA: Author.

Weinstein, C. (1988). *E-LASSI: Learning and study strategies inventory (computer program)*. Clearwater, FL: H & H.

SOURCE: Learning Styles (1991-92). Columbia, MO: Missouri LINC.

BEHAVIOR CONTRACT

I, ______________________________, will follow the following contract so that I can remain in Ag Power I.

______________________	______________________
Assistant Director	**Student**
______________________	______________________
Vocational Resource Educator	**Parent**

________________ will pick up a sheet each morning from ____________ office and will take it to his 3rd hour, Ag Power I class. ________________ will check the appropriate boxes, if necessary, and will sign the sheet. ____________ will then return the sheet to ______________ after class. Depending upon the rules broken, the consequences listed below will be followed.

	OCCURRENCES			
RULES	1st	2nd	3rd	4th
1. Use appropriate language at an appropriate volume level. This includes not bothering or interfering with other students.				
2. Stay in his/her assigned area the entire class period. This includes staying out of the shop area for Ag Power II and Ag Construction.				
3. Accept directions and corrections without argument.				
4. Begin work on time and stays on task.				

If the rules are broken:

1st consequence: If there are 2 occurrences of the rules being broken in 1 day, ____________ will go to IBD the following day for 3rd hour.

2nd consequence: If there are 6 occurrences of the rules being broken during 1 week, a meeting will be held with ________, ________, ________, and __________, (if available) to discuss consequences.

a. __________ will go to IBD for a determined number of days.

b. __________ will lose the right to remain in Ag Power I and may be subject to loss of credit. At this time also, the Career Center will need to reevaluate this application for vocational training for next year.

If ________________ fails to pick up the contract or fails to return it signed, he/she will go to IBD for 3rd hour the next day.

Copies of the day's report will be given to ____________ to take home to his parents. ____________'s parents will be encouraged to reinforce positive and discourage negative behaviors.

GRADE CONTRACT FORM

I, ______________________________, agree to complete the following objectives and
(student's name)

activities by ______________.
(date)

1.

2.

3.

______________________________ ______________
(student's signature) (date)

I, ______________________________, agree to award a grade of ____ upon completion of all
(teacher's name)

objectives and activities listed above, if completed by ______________.
(date)

Monitoring System

	Date Started	Date Completed	Teacher Initial
Objective 1:			
Activity 1.1:			
Activity 1.2:			
Objective 2:			
Activity 2.1:			
Activity 2.2:			
Objective 3:			
Activity 3.1:			
Activity 3.2:			

SAMPLE PROCESS CHECKLIST

Task No. 021

Task: Type a letter in full block style.

		Yes/No	
1.*	Single spaced	____	____
2.	Centered letter horizontally	____	____
3.	Centered letter vertically	____	____
4.*	Began all lines at left margin	____	____
5.	Typed date on line 13-15	____	____
6.*	Typed attention line before salutation	____	____
7.	Typed Mr/Ms in attention line	____	____
8.*	Typed a plural salutation	____	____
9.*	Double spaced before company name	____	____
10.*	Typed an appropriate complimentary closing	____	____
11.*	Double spaced before company name	____	____
12.*	Typed company name in all capitals	____	____
13.*	Left 3 blank lines for handwritten signature	____	____
14.	Typed reference initials	____	____
15.*	Typed copy notation	____	____
16.*	Typed a mailable letter	____	____

Total points ____

Points earned ____

*mastery required

Number needed for Mastery ____

Product Attempt	1	2	3	4
Date of Attempt	____	____	____	____

(SOURCE: Department of Elementary and Secondary Education, 1985)

Performance Checklist

Lesson Plan: ______________________ Course Title: ______________

Unit ______: ____________________ Demonstration:______________

Evaluation Items: _______ Name of Student:_____________________

Wash Hands

Equipment:

1. Water
2. Soap
3. Paper towels
4. Wastbasket
5. Hand lotion

Did the student:	Yes/No
1. Touch water controls during procedure?	________
2. Wet hands 2" to 3" above wrist?	________
3. Apply soap generously?	________
4. Rub hands vigorously 1 to 3 minutes?	________
5. Interlace fingers?	________
6. Rub under fingernails?	________
7. (Optional) Use orange stick?	________
8. Rinse thoroughly?	________
9. Keep hands level or lower than elbows?	________
10. Dry hands with separate disposable towel for each hand?	________
11. Turn off faucet with paper towel before discarding?	________
12. (Optional) Apply hand lotion?	________

The student has satisfactorily completed the procedure "Wash Hands" according to the steps outlined. Yes____ No____

Instructor's Signature ______________________________ Date__________
(Verifying Satisfactory Completion)

(SOURCE: Department of Elementary and Secondary Education, 1985)

Checklist on General Work Habits

Directions:
Observe each student during the semester in the laboratory or shop setting and record your observations on the checklist. You may complete one or two checklists each day during the semester. After completing the checklist, discuss it with the student.

Student's Name________________________________ Period or Section_____________

Date________________________ Rater's Name________________________________

		Rating	
		Acceptable	Unacceptable
1.	Work Habits		
	A. Follows directions		
	B. Works effectively		
	C. Works conscientiously		
2.	Safety Habits		
	A. Works safely		
	B. Wears safety glasses		
	C. Meets required safety		
3.	Work Area		
	A. Is neat		
	B. Is thorough		
4.	Responsibility		
	A. Is reliable		
	B. Is conscientious		
5.	Motivation		

6. Initiative

    A. Does assigned work______________________________

    B. Seeks extra work______________________________

7. Peer Relations

    A. Generally cooperative______________________________

    B. Works well with others______________________________

Teachers Comments:____________________________________

____

Reviewed with student on Date________________________

Attests to Review

__________________	______________________	__________
Instructor Signature	Student Signature	Date of Review

(SOURCE: Department of Elementary and Secondary Education, 1985)

Peer Evaluation Weekly Report

Student Name____

Peer Evaluator's Name____________________________________

Individual Goal Working Toward______________________________

Individual Goal Progress = 10 pts.

Polite & Respectful to coworkers/supervisors = 2 pts. each	Mon	Tues	Wed	Thur	Fri
1. Accepts criticism					
2. No back talking/refusal to do tasks					
3. Good eye contact					
4. Keeps hands to self					
5. No negative comments to others or about others					
Classroom Behavior = 2 pts. each					
1. Appropriate appearance					
2. Pays attention in class					
3. Prepared for class (paper/pencil)					
4. Waits turn to talk, raises hand					
5. Sits in chair, keeps feet and head off table					
Safety = 2 pts. each					
1. Wear safety glasses					
2. Works safely					
3. Keeps tools & work area clean, neat and safe					
4. Safe habits demonstrated in shop					
5. No horseplay (class, shop, bus, worksite)					
Punctuality = 10 pts. total					
1. Subtract 2 points for each time late					
Productivity and Quality = 10 pts. each					
1. Does assigned tasks within acceptable time limits					
2. Shows initiative; keeps busy; offers to do more than others					
3. Listens to full instructions and completes task correctly					
4. When not on assigned jobs, watches others work (rather than taking breaks or being idle)					
5. Works until bell rings, ready right after break, etc., sits in chair calmly before final bell rings					

(SOURCE: Kearns & Williams-Graham, 1988)

Affective Performance Objective Format

Given ____________________

(Specify setting where performance is to be demonstrated and any other conditions that may exist.)

The ____________________
(Specify program)

Student Will: ____________________
(Write in the Affective Performance Expected)

____

This attitude (affective performance) will be judged "satisfactory" if the following criteria (indicators) are observed/measured by the evaluator:

The Student

1. ____________	1. ____________
2. ____________	2. ____________
3. ____________	3. ____________
4. ____________	4. ____________
5. ____________	5. ____________
6. ____________	6. ____________
7. ____________	7. ____________
8. ____________	8. ____________

(SOURCE: Department of Elementary and Education, 1985)

References

Department of Elementary and Secondary Education. (1985). *Excellence through instructional management: Vocational instructional management system in Missouri.* Jefferson City, MO: Author.

Flanagan, M.; Boyer-Stephens, A.; Maxam, S.; Hughey, J.; & Alff, M. (1987). *Career assessment resource guide: A manual for assessing vocational special needs students.* Missouri LINC, University of Missouri-Columbia: Columbia, MO: Instructional Materials Laboratory.

Kearns, D. & Williams-Graham, J. (1988). *Basic skills instructor manual.* Missouri LINC, University of Missouri-Columbia: Columbia, MO: Instructional Materials Laboratory.

Midwest Regional Resource Center. (1983). *Preparing quality IEP's.* Columbia, MO: Instructional Materials Laboratory.

Missouri LINC. (no date). *Learning styles.* University of Missouri-Columbia: Columbia, MO: Author.

Sarkees, M.D. & Scott, J.L. (1985). *Vocational Special Needs.* Homewood, IL: American Technical.

Wehman, P. (1984). Transition for handicapped youth from school to work. *Interchange,* 1-6.

BRIDGING COMPARISON LESSON TO READING AND COMPREHENSION

Goal:
Troubleshooting an engine

Objectives:
1. Explain troubleshooting and how analysis can lead to possible causes and cures.
2. Listen to engines and accurately troubleshoot.

Procedures:

Input	Elaboration	Output	Checking Strategies	Summary	Other Content Areas	Personal Life
Watch instructor troubleshoot two engines. Skim chapter 16 on Engine Troubleshooting. Listen to intro from instructor. Outline main points of chapter. Read questions in chapter. Read chapter carefully. Listen carefully to instructor explain information. Map out chapter details. Listen to tape of engine sounds to determine trouble. Discuss information in chapters with class.	Know the purpose of reading the chapter. Ask questions regarding new information. Use only the important information. Think about what troubles might be. Pick out details to remember about each section. Summarize information. Plan steps to use to troubleshoot engines. Keep all facts and notes in mind to determine problem. Discuss why it is one problem vs. another.	Think before you begin to read or troubleshoot. Put outline into a map. Write clearly.	Check to make sure you've read it all. Write down what you remember from lecture. Proofread to make sure all information is accurate. Write personal notes regarding engine sounds.	What thinking skills have we used? • Questioning • Discussion • Main ideas • Details • Relevant information • Outlining/mapping • Listening • Hypothetical thinking • Planning • Problem-solving	English Comparing sounds Categorizing and outlining	Think about personal experiences of engine trouble. Think of times this knowledge might help you or others in the future. Realize job posibilities for the future for someone who is accurate when troubleshooting. Differences of opinions. Sounds may indicate more than one problem.

(Standley)

Example Worksheet for SQ3R

Survey

1. Look over the chapter title, headings, subtitles, summary, graphs and captions.

Question

2. By examining the above information, what do you think this chapter will include?

___

___

___

3. Write each heading below and a question regarding that heading.

Headings	Questions

Read

4. Actively read the chapter and look for answers to the questions you wrote above. Make your notes here.

Recite

5. Paraphrase your answers to the questions you wrote above and give examples.

Review

6. Connect questions and notes from class to the main headings of the chapter.

Complete the Four Mathematics Word Problems Below by Using the Modified HEART Study System.

Mr. Jones bought a 20-ounce steak for $6.75. Mrs. Smith bought 1-1/4 pounds for $6.75. Who got the better buy?

H How much do I already know from reading over this problem?____________

E Establish a purpose for completing this problem.

My purpose is to find out:____________

A Ask questions about the problem. Do I know the meaning of these words?____________

R Record the steps to solving the problem.____________

T Test yourself.

I checked my figures. Yes___ No___
I checked the solution carefully. Yes___ No___
I checked to see if the answer makes sense. Yes___ No___

(Santeusanio, 1988)

POINT SYSTEM FOR DETERMINING GRADES

Evaluation Factor	Points	Point Conversion Chart	
		Points	Grade
Task Performance (10 test @ 30 pts each)	300		
Written Exams (3 exams @ 100 pts each)	300	800 - 1000	A
Work Habit Development (10 observations @ 20 pts each)	200	600 - 799	B
Attitude and Effort (10 observations @ 10 pts each)	100	400 - 599	C
Outside Assignments (5 evaluations @ 20 pts each)	100	200 - 399	D
TOTAL	1000	0 - 199	F

Weighted Point System for Determining Grades

Evaluation Factor	Points	Weight	Weighted Points	Percentage of Total Weighted Points
Task Performance (10 tests @ 30 pts each)	300	.20	60	60%
Written Exams (3 exams @ 100 pts each)	300	.05	15	15%
Work Habit Development (10 observations @ 20 pts each)	200	.05	10	10%
Attitude and Effort (10 observations @ 10 pts each)	100	.05	5	5%
Outside Assignments (5 evaluations @ 20 pts each)	100	.10	10	10%
TOTAL	1000			

NOTE: Weights can be arbitrarily assigned or they can be assigned on the basis of percentage of total weighted points. This can be calculated by converting weighted points on a 100 point scale which reflects the desired percentage value. The weights can then be determined by dividing the weighted points by the total points assigned to each factor. For example, task performance was given a percentage weight of 60 percent in the chart above or a weighted point value of 60. The weight value was calculated by dividing 60 by 300 which gives a weight of .20. To determine a given student's weighted point value for any factor, simply multiply the total points earned by the assigned weight. To avoid small numbers, one could simply multiply by a value of 2 to convert the 100 point scale to 200.

Point Conversion Chart

Points	Grade
90 - 100	A
80 - 90	B
70 - 80	C
60 - 70	D
Below 60	F

AVERAGING SYSTEM FOR DETERMINING GRADES

Evaluation Factor	Relative Weight	Maximum Points
Task Performance (10 tests @ 30 pts each)	50%	300
Written Exams (3 exams at 100 pts each)	20%	300
Work Habits (10 observations @ 20 pts each)	15%	200
Attitude and Effort (10 observations @ 10 pts each)	5%	100
Outside Assignments (5 evaluations @ 20 pts each)	10%	100

STUDENT EXAMPLE

Example of How to Calculate a Factor

Three Unit Written Exams

Exam 1 - 24 out of 30 pts converted to 100% scale (24 X 3.33 = 79.92)

Exam 2 - 45 out of 50 pts converted to 100% scale (45 X 2.00 = 90.00)

Exam 3 - 38 out of 40 pts converted to 100% scale (38 X 2.50 = 95.00)

265.00

Total = 265 265 - 3 = 88

To arrive at final weighted grade for exams simply multiply 88 X 22 (assigned weight) = 176.

Summary of Other Student Factors

Factor	Weighted Values
Performance Tests	282
Written Exams	176
Work Habits	192
Attitude and Effort	97
Outside Assignments	88
TOTAL	835

Grading Scale

880 - 1000 points = A
780 - 879 points = B
680 - 779 points = C
600 - 679 points = D
Below 600 points = F

Example Grade

Individual earned 835 points resulting in a grade of "B".

SOURCE: Vocational Special Needs, Preparing T&I Teachers, (1986).

CURRICULUM MODIFICATIONS SUGGESTIONS

"Making Modification in the Mainstream: A Consultant's Guide to Cooperative Planning"

R. Hunt Riegel

When special education teachers consult with general education teachers in order to support the mainstreaming of students with disabilities, suggestions for modifications in teaching practices or materials are often met with resistance by the teacher. This may be due to any number of factors, including feasibility, difficulty of implementation, or the perception that the suggested modification would substantially alter the intent of the assigned activity (at times lowering the teacher's standard for mastery). The net result of this situation is usually frustration and negativism on the part of one or both of the professional staff involved. The following instrument has been developed in order to help consultants become aware of some of the possible objections which may be raised regarding particular modifications, as well as to assist in the development of realistic recommendations for teachers.

The instrument consists of four parts. The first is a listing of 63 of the most frequently observed modifications in instruction used at the secondary level, culled from three years of cooperative planning between special education and regular education teachers in Plymouth, Michigan. These modifications have been grouped into 8 categories:

1. Modifying input methods
2. Modifying content
3. Modifying response methods
4. Modifying criteria
5. Modifying the environment
6. Breaking the task down
7. Changing reinforcers
8. Teaching strategies directly

The second part represents a "difficulty factor" associated with each modification, as reported by a sample of 185 middle school and high school general education teachers. This factor represents the average score (on a five point scale) assigned to each item by teachers in a variety of departments, in response to the request to indicate the number which "best reflects your perception of its level of difficulty". In this pilot version, it is suggested that the difficulty factor be interpreted at a fairly general level, with the following guidelines.

1.0 - 1.8: relatively easy
1.9 - 2.3: reasonable
2.4 - 2.8: will require effort and/or cooperation
2.9 - 4.0: difficult or very time consuming; will often call for support or assistance

SOURCE: Model Resource Room Project (1981), Plymouth, Michigan.

The third part of the instrument is a complication of the comments made by teachers regarding the reasons why an item may or may not be difficult to implement, or other considerations which must be given to the particular modification. The fourth part includes suggestions, tips, or other comments for the consultant to consider in helping to render a modification more readily accomplished.

This instrument is best used during the comparison or planning stages (steps 3 & 4) of the Cooperative Planning Process developed by the Model Resource Room Project. Having compared a student's strengths and weaknesses with the teacher's expectations for that student, the consultant will often find that a discrepancy exists between the two. This discrepancy calls for certain types of modifications in order to address the particular needs of that student and others in the class with similar problems (e.g., modifications in method of acquiring information; modification of the learning environment; modification in the method of student response, etc.). Of several alternatives possible for each of these modification types, the selection of the method of choice will often be made on the basis of its perceived style of teaching. The consultant may consider the difficulty factor reported for each item in arriving at a recommendation for the teacher, as well as the comments associated with each.

Teacher responses to the items were analyzed by level (middle school versus high school) and by type of course taught (academic versus performance; content versus laboratory courses). No differences were found in perceived difficulty between middle school and high school teachers. However, 17 of the 63 modifications were perceived in different ways according to the type of course being taught. These 17 items are present with two different difficulty factors, according to the type of course represented. Courses were compared in several ways, with the following combinations reflected in the data reported below:

1. "Content" courses are those emphasizing concepts and factual subject matter mastery (e.g., History and Remedial Math)
2. "Lab" courses are those including an emphasis on demonstration or application (e.g., General Science and Industrial Education/Technology)
3. "Academic" courses are those emphasizing grade-level cognitive attainment (e.g., History and General Science)
4. "Performance" courses are those calling for specific performance levels or demonstration of manual skills (e.g., Remedial Math and Industrial Education/Technology)

Because this document is in its experimental phase, the information contained herein should be considered tentative. In addition, it should be noted that the difficulty factors associated with each item are *averages only*; individual teachers vary widely in terms of the difficulty which they associate with each modification. Because of this, it is highly recommended that the consultant *check the perceptions* of the individual teacher for whom modifications are to be recommended, preferably in a face-to-face interchange.

	MODIFI[illegible]ONS RELATED TO METHOD[illegible]INPUT FOR STUDENT	DIFFICULTY FACTOR	COMMENTS FROM [illegible]HERS	CONSULTING RECOMMENDATIONS AND COMMENTS
1.	Have talented student read to student with reading difficulties.	2.2 (academic & content) 2.6 (lab & performance)	-May be embarrassing for students with low skills. -Good students may not be willing. -Space away from the rest of the class is needed to do this. -Tapes are preferred because students can listen without distracting others and without taking other students' time.	-Find a private location; choose a friend or family member to do the reading. -Offer extra credit for helping student. -Request this help of students from other classes. (Consider drawing from higher grade levels.)
2.	Have student listen to a tape recording of the text.	2.0 (content) 2.4 (lab)	-A place is needed; either a special table near an electrical outlet or a separate room. -The student would have difficulty hearing in a lab class. -Earphones would be necessary. -Takes time to check out tapes and equipment, to say nothing of making the tapes.	-Provide extension cords or battery-operated tape recorders. -Consider use of study hall time or involve parents. -Teach the student to assume the responsibility for checking out tapes. -Enlist the help of the librarian or media specialist to set up a taping program. -Use student aides.
3.	Provide an alternate text or workbook.	2.2 (content) 2.6 (lab)	-Availability of alternative texts is not always good. -The student will be conspicuous. -Alternate texts fail to deal with the same material with the same depth. -Extra time is needed for preparing separate assignments and discussions.	-Check local and regional SEIMCs, as well as sales representatives for new materials. -Consider revised study guides and worksheets (see Development Report #1). -LD students will be able to contribute more to class than they could have with a harder book, even if the book doesn't have all the same ideas.
4.	Read the test questions aloud to the student	2.9	-The teacher needs to be available to monitor other students taking the test, to prevent cheating, and to answer questions. Thus, a student aide or resource room teacher is requested to give the oral -test. -Oral tests take longer to give. -It's embarrassing to the student. -It's distracting to rest of class. The whole test could be read aloud to the whole class.	-One could seat students needing an oral test in the rear of the room, stand behind them and read the test, while still surveying the the class. -Establish a period during the day for students needing oral tests to make appointments for assistance. -Tape the test ahead of time so it's available to students in the resource room. -Select a private location and time.
5.	Provide written backup for oral direction.	1.8	-Use of overhead projector depends on class size and room size.	-Establish a permanent schedule for use of equipment. Have students deliver it.

MODIFICATIONS RELATED TO METHOD OF INPUT FOR STUDENT	DIFFICULTY FACTOR	COMMENTS FROM TEACHERS	CONSULTING RECOMMENDATIONS AND COMMENTS
		-Write on handouts. -Post charts on walls for explaining new techniques. -Explain directions to special students individually. -This requires extra preparation time.	-Write key terms or ideas on board.
6. Provide written script for filmstrip at time of use.	1.9 (content) 2.3 (lab)	-Not always available. -Some students won't use it. -It's too dark in the room to use this at the time the class is viewing it. -A change of seating would be required if several students are involved. -Distracting; it's better for students to pay full attention to the tape or filmstrip.	-Aide, secretary, or parent could prepare. -Try; prepare the student first. -Have a dim light available for readers in one corner of the room during filmstrip presentation. -Xerox copies for each student. -An outline could be provided instead of a script.
7. Provide written script for filmstrip for later review.	2.0	-Not always available. -Students may lose it. -When and where could student do this? -Reading level is usually too high.	-Aide, parent, or student could prepare. -Make duplicate copies. -Provide resource room time or solicit parent assistance. -Allow viewing of filmstrip along with reading the script as a review.
8. Provide alternate media.	2.3	-For 1 to 3 students? What is the rest of the class doing? -Content is usually not equivalent. -Not available. -A separate time and location are needed. -We don't have enough A-V machines. -Lectures take less time and effort to prepare.	-An Autovance will not darken the room. Other students may use it later if they are interested, reducing the "stigma" of special treatment. -Use earphones for movies in a corner. -Use the resource room, the library or a conference room. -Avoid Fridays; plan ahead, sign up first. -Variety in instruction is helpful.
9. Give a demonstration.	2.2 (content) 1.6 (lab)	-Takes more preparation time. -Might involve extra materials. -Depends on the material.	-Remember, this doesn't have to be an every-day occurrence. Difficult concepts might be worth the extra time. -Solicit help from other students.
10. Type worksheets.	2.1	-I don't have skill in typing. -This takes more time. -Typewriters aren't available.	-Check with students in typing classes who want typing experiences. -Call on students who have neat and readable

MODIFICATIONS RELATED TO METHOD OF INPUT FOR STUDENT	DIFFICULTY FACTOR	COMMENTS FROM TEACHERS	CONSULTING RECOMMENDATIONS AND COMMENTS
		-We don't have enough aides or secretaries. -Too much of our work is charts, graphs, drawings, etc., which need to be done by hand.	work to provide such drawings, even if this is for the next semester. -Legibility is the issue here, not typing per se. -Check with students in graphic arts or drafting classes.
11. Use films or filmstrips instead of textbook.	3.0 (academic) 2.6 (performance)	-Not always available. -Not always interchangeable. -Difficult to sequence properly with text content. -Need a separate place to do this. -Difficult to do for just 1 to 3 kids. -Use media along with texts, rather than as a substitute.	-Coordinate with media specialist to supply listing of materials available (by topic), within the district and at regional centers.
12. Pre-teach vocabulary.	2.1	-Could be boring or redundant for capable students. -Time-consuming to prepare and present. -Too many words and concepts to choose from.	-Be careful about assumptions. This is a short lesson. Capable students can sit quietly, contribute to discussion, or get creative work. -Consult p. 42 of Maladies & Remedies. -Consultant could present short lessons in a separate setting, if advance notice is given. -Use as homework.
13. Highlight student's text.	3.3	-Lack of textbooks. -Time-consuming. -Providing a "key ideas" ditto is more practical.	-Seek additional funds; ask parents whether they wish to purchase. -Use inservice time, release time, or summer workshop time.
14. Mark material to be mastered.	2.6	-Too time-consuming. -This would be acceptable for worksheets, but I wouldn't write in the text.	-Prepare unit outline.
15. Select a text with fewer words per page.	3.1 (content) 3.6 (lab)	-Not available. -No funds for special books. -District text adoption plan requires specific texts. -Student may not be willing to use it.	-Special modifications may often be made for special students.

MODIFICATIONS RELATED TO METHOD OF INPUT FOR STUDENT	DIFFICULTY FACTOR	COMMENTS FROM TEACHERS	CONSULTING RECOMMENDATIONS AND COMMENTS
16. Use study guides.	2.9	-Time-consuming to prepare. -Difficult because of number of kids. -Could be used as supplements for the text, but not as substitute.	-Time required diminishes with practice. -Compose at the typewriter. -Refer to Development Report #1: these study guides work for all students and don't require much time to correct. -What is the teacher's goal for the student? Study guides are helpful in teaching content.
17. Develop related spelling lists	2.4	-Some teachers prefer the phonics progression found in commercial materials. -Spelling is not perceived to be the province of some content area teachers. They require accuracy, but don't teach it. -University of Michigan has a list of words most often used by students in written work. -Math and Science teachers report doing this with their technical vocabulary.	-Show how this can be done briefly within their content vocabulary.
18. Relate concepts to students' previous experience.	2.5	-Students often have limited related experience. -This depends on the material and the students' experiences. -This item was unclear to some teachers.	-Use simulations or provide experiences. Give many examples. -In class discussion, solicit student-generated examples. -Provide examples for the teacher.
19. Use worksheets low in writing.	2.4 (content) 2.0 (lab)	-Time-consuming to make up two forms of each test. -Would rather spend extra time alone with students helping them master writing skills. -These worksheets may be too difficult for low readers.	-As an alternative, try dictating items on tape. -This modification assumes good reading, but poor writing. Try taping for poor readers.
20. Use specially lined paper to help space numbers & letters.	2.2	-Materials not available. -Not clear as to how to do this.	-Demonstrate raised line manuscript paper, lined ditto paper or graph paper, for this purpose.

MODIFICATIONS RELATED TO METHOD OF INPUT FOR STUDENT	DIFFICULTY FACTOR	COMMENTS FROM TEACHERS	CONSULTING RECOMMENDATIONS AND COMMENTS
21. Accept alternate forms of information sharing (e.g., art).	2.3	-These are too "cutsie". -This doesn't work for all tasks; it depends on the material. -Students who have difficulty writing need practice, not alternatives. -Social problems arise when some are given work that is perceived as less demanding.	-Be sure the alternate selected is equivalent in terms of mastery shown and time required. Use alternatives sparingly. don't fight a teacher's value system. -Supplement instruction in a special setting. Consider offering alternatives to all students.
22. Have student answer test questions orally or dictate them for someone else to write.	2.5	-This requires a separate testing location, as well as an aide, to administer the test. -The student could write out a taped version of his/her own dictation. -This requires additional time. -Asking better students to help may be seen as an invasion of their rights.	-Identify an alternate location such as a resource room, conference room, or a small office. -Ask another student to help, if one objects.
23. Omit assignments which require copying in a timed situation.	2.4	-Outlines, handouts, or other dittos could supplement board notes, but teachers considered this too much extra work. -Teachers don't like to eliminate notetaking. -Some typing teachers were unwilling to give up the timed writing requirement, though others have done this successfully.	-Allow students to copy others' notes. -Limit the amount of material to be presented. -Leave information on the board for several days.
24. Allow a taped report instead of oral.	2.1 (content) -not as applicable in lab classes	-I lack the equipment. -Room noise and poor acoustics make tapes difficult to hear. -In fairness to other students, this would have to be explained; I want to protect the student from embarrassment.	-Select another time and location. -Prepare the class to accept differences. The teacher needs to set the tone. -The tape may or may not be played for the rest of the class.
25. Allow a written report instead of oral.	2.0	-Teachers may be unwilling to eliminate an activity in an area in which a student needs to improve. -Teachers may want other students to hear the information presented. -Teachers hesitate to let a student avoid an activity solely on the basis of personal preference.	-If oral practice is the purpose, suggest a tape or private discussion with the teacher. -Let the student read written report, or have another student read it. -Assure the teacher that the student's problem is legitimate; explain the student's disability.

MODIFICATIONS RELATED TO METHOD OF INPUT FOR STUDENT	DIFFICULTY FACTOR	COMMENTS FROM TEACHERS	CONSULTING RECOMMENDATIONS AND COMMENTS
		-Teachers worry about the student's self-concept.	-Prepare the class to accept individualized assignments.
26. Ask questions requiring short answers instead of essays.	2.0 (content) 1.5 (lab)	-It's too time-consuming to make up two separate tests. -I feel that students should answer in complete sentences.	-State this rule. If the student really can't follow this rule in written form, consider another modification.
27. Give a take-home test.	2.2	-Too time-consuming to prepare. -Parents aren't always responsible to make sure the test is completed. -Wouldn't work in class requiring the use of machines. -Open notes tests in school are preferable. -I don't see any advantage to this.	-Meet with parents to establish ground rules and helpful guidelines. -With this, the student has more time.
28. Have student practice speaking in smaller groups before larger.	2.3	-Discipline may be a problem for group work. -My class would have to be reorganized around these students. -This item is unclear to me.	-Use group-building activities in preparation for the assignment. -Select another setting, such as the resource room. -Explain the nature of group processes and how they can be taught, as well as the purpose of desensitization.
29. Delete notetaking by using carbonized copy of another student's.	2.4	-The student should put forth some effort of his/her own. -This might promote inattentiveness in class for the student who doesn't have to take notes. -Notetaking is an important skill and should be taught to students needing it. -Some teachers prefer to provide the student with notes or an outline and have them listen in class. -There is a lack of talented students in remedial classes to provide notes for copying. -This might be perceived as an invasion of the talented student's rights.	-The student might turn someone else's notes into a short summary paragraph. -Help the teacher prepare a unit on notetaking, or teach this skill in the resource room. -Teach notetaking before requiring it. -Ask another student.

MODIFICATIONS RELATED TO METHOD OF INPUT FOR STUDENT	DIFFICULTY FACTOR	COMMENTS FROM TEACHERS	CONSULTING RECOMMENDATIONS AND COMMENTS
30. Provide extra practice.	2.4 (academic) 1.8 (performance)	-Time-consuming to provide extra practice worksheets. -When and where would student do the extra work? -Since these students often do not complete regular assignments, how can they be expected to do more? -Student's don't take advantage of this when it is provided. -The course moves too rapidly for students to keep up.	-Use commercial materials for practice and drill whenever possible. Borrow worksheets from another teacher. -Resource room time, home study hall. -Give credit or double credit for practice assignments. -Monitor carefully so student doesn't become burdened. Consider another modification such as reducing amount.
31. Recognition rather than total recall tests.	2.3 (content) 1.8 (lab)	-Since teachers wouldn't always want to give this type of test to all students, two tests would have to be prepared. -Too time-consuming. -Depends on what is being tested.	-Refer to Study Guides and Worksheets section in Maladies and Remedies, and Development Report #1 for Model Resource Room Project.
32. Extend due date.	2.0	-Unfair to other students. -Teaches irresponsibility. -Teacher may have a policy of allowing everyone one extension per marking period. -Too much extra paperwork. -Student will always be behind the rest of the class. -Group projects don't lend themselves as well to this modification.	-Suggest that the extension is set ahead of time, taking known student weakness into account. Should not be an emergency measure or a payoff for poor time management. -Construct a schedule showing what student will do each day; show that this is reasonable, given this disability and other class expectations. -Suggest a way to reduce extra time and paperwork involved in accepting late work. -Use this technique sparingly so work doesn't pile up.
33. Reduce the rate of introduction of new ideas.	2.9 (academic) 2.4 (performance)	-Not practical, given other students' needs. -Depends on what materials need to be located or modified. -Course objectives would then change.	-This is probably most appropriate for grouped or tracked classes. -Try providing new information and practice on a daily cycle instead of by the week...a little each day. -Call on support personnel and SEIMC staff.

MODIFICATIONS RELATED TO METHOD OF INPUT FOR STUDENT	DIFFICULTY FACTOR	COMMENTS FROM TEACHERS	CONSULTING RECOMMENDATIONS AND COMMENTS
34. Allow student to retake tests until passed.	2.8	-Unfair to other students. -Time-consuming. -Must construct new tests to avoid memorizing the test itself, and to avoid cheating. -After two times, the test goes home to parents. -Difficult to schedule. -Appropriate for writing assignments, but not tests.	-Emphasize concept of mastery rather than competition. -Help teacher plan for scheduling and additional paperwork. Use student help and resource room time. -Often it helps to just change the order of the items. -Try giving the test another way, such as orally.
35. Reduce length of assignment.	2.5	-Unfair to other students. -What is reasonable? -Depends on assignment, and value it has.	-Consider the student's disability, the assignment, and a projected plan for growth and achievement.
36. Grade on a pass/fail basis.	2.2 (content) 1.6 (lab)	-This is not an option in the school system. -Parents and students object -Perhaps in individual cases.	
37. Grade on individual progress or effort.	2.1	-Hard to back up if the grade is questioned by someone else. -Progress and improvement can be graded; effort is too vague. -Class size is a problem; do this for special students only. -All students in the class must be graded on the same criterion, or students see it as unfair.	-Help teachers devise ways to help students accept individual difference. -Observable time at the task may be a criterion to use here. -Perhaps effort grades could be available for a "C" grade, but no higher.
38. Change the percentage required to pass.	2.0	-This would be unfair to other students. -Reporting to parents may be problem.	-Encourage teacher to look at the individual student fairly. Educate other students to accept individual differences and resist comparisons among themselves. They can usually handle it better than the adult can. -Suggest only occasional slight stretching of the scale in specific cases. -Encourage teacher to obtain parent support, so reporting to parent is accurate. Assist with parent communication.

MODIFICATIONS RELATED TO METHOD OF INPUT FOR STUDENT	DIFFICULTY FACTOR	COMMENTS FROM TEACHERS	CONSULTING RECOMMENDATIONS AND COMMENTS
39. Isolate the student.	2.3 (content) 2.8 (lab)	-Not sure what this means. -No space in classroom.	-Explain the "time out" concept to the teacher. -Use a resource room, or alternate location.
40. Reduce auditory distractions by keeping the room quiet.	2.2 (content) 3.1 (lab)	-This is very difficult in lab classes where there is much movement and may be machine noise.	-Suggest earplugs, headsets, or the like.
41. Reduce visual distractions in the room.	2.2 (content) 2.8 (lab)	-Teachers think blank walls are boring; we put time and effort into covering them. -Clear desks and tables are impossible in some lab classes.	-Explain the nature of the student's disability. Suggest a place in the room near his/her seat which is clear. Help student take responsibility for keeping his/her own desk clear. -Help student to approach this task in an organized fashion, and in a way that minimizes his/her own distraction.
42. Set the student closer to the teacher	1.6	-Could do this for certain students only. -Teacher moves around a lot. -As long as student doesn't object.	-Work with student's understanding of own disability to encourage choosing to do this.
43. Check the students' notebook often.	2.2	-Doesn't encourage student responsibility. -Lack of class time. -This tends to side-track the lesson.	-Spot check a few every day. Limit the number of minutes spent on this task; keep records. Not all kids will need it. -Have student check tasks completed him/herself; review weekly.
44. Keep extra supplies on hand.	1.9	-Students need to learn to be responsible. -Students waste or steal. -Supplies are no longer plentiful in the office.	-Loan supplies with collateral. -Set guidelines for dispersal. -Suggest borrowing from classmates; peer pressure encourages loan repayment.

MODIFICATIONS RELATED TO METHOD OF INPUT FOR STUDENT	DIFFICULTY FACTOR	COMMENTS FROM TEACHERS	CONSULTING RECOMMENDATIONS AND COMMENTS
45. Hand words or math problems from ceiling.	2.7	-Distracting. -Students would laugh; it's silly. -Lack of time.	-This may bother the teacher more than the students; limit amount. -Have students do it. -Use flashcards.
46. Introduce multiple long-term assignments so student knows what tasks will be expected and when.	2.1	-Requires long-range planning. -A syllabus keeps students informed. -Due dates change according to pace of each class, this modification reduces flexibility.	-Some students need specific dates for each part of an assignment in order to plan their time. Resource room teacher or parent can help if they have enough prior information. -Make dates guidelines, not deadlines. -Hand out syllabus, pencil in dates; change as necessary.
47. Give direction in small, distinct steps.	2.2 (academic) 1.7 (performance)	-Boring to rest of class.	-Complete directions could be given first so able students may begin. -Supply written directions for review at home. -Offer office hours for individual help.
48. Give oral cues.	2.0	-Other students would chime in.	-Set ground rules for class discussion.
49. Sequence work with easiest problems first.	1.9	-Depends on the subject matter. -Much planning is required.	-Some textbooks and worksheets are organized this way.
50. Use worksheets which ask for specific information to be learned.	1.9	-Teachers don't like to "give the answers." -Time-consuming.	-If mastery is the goal, the student shouldn't have to guess. -See "Study Guides and Worksheets" in Maladies and Remedies, or Development Report No. 1 from the Model Resource Room Project.
51. Break task down into sequential steps.	2.3 (academic) 1.6 (performance)	-Time-consuming.	-Stress need for logical, step-by-step progression to assure understanding.
52. Have student repeat directions.	1.9	-Time-consuming. -Easier in a small class.	-Other students can begin work. It is more time-consuming for work to be done incorrectly and then redone.

MODIFICATIONS RELATED TO METHOD OF INPUT FOR STUDENT	DIFFICULTY FACTOR	COMMENTS FROM TEACHERS	CONSULTING RECOMMENDATIONS AND COMMENTS
53. Reinforce student's recording assignments and due dates.	1.7	-Time-consuming. -Too many students. -Easy to get side-tracked from lesson. -Students not responsible to remember to bring notebook.	-Seat special students near front of room. Watch them write. -Spot check. -Assign another student to remind them. -Record assignments in conspicuous place in room.
54. Provide immediate reinforcers and feedback.	2.0	-Teachers perceived this as meaning grade papers in a hurry; sometimes not possible. Verbal reinforcement is easier. -Time factor is important with large classes.	-Let students begin assignment in class. Walk around and stop to help or comment on individual student work.
55. Check on progress often in first few minutes of work.	2.2	-Assignments usually done outside of class time. -Too many students.	-Ask parents or peers to help. Give a ten minute start-up period during class time to prevent misunderstanding or mistakes in the beginning.
56. Ask for parent reinforcement at home.	2.3	-Time-consuming to call parents. -Parents may be unwilling, or fail to follow-through.	-Space out the calls, doing a few a day or a week. Ask parents to check in with teacher. Divide the task with another teacher or the resource room teacher.
57. Provide student with position of leadership or responsibility.	2.2	-Depends on how much direction and checking up is necessary. -Difficult if student has to lead other learning disabled students. -Doesn't work if student prefers to be average and doesn't wish to be singled out; others may tease.	-Think of a task that is not visible to other students. Have student help a teacher he/she doesn't have. -Assign meaningful room tasks (delivering messages; taking roll).
58. Give reward for bringing materials to class each day.	2.7	-Time-consuming. -Against teacher's philosophy. -Sets student apart from others. -This is silly, and kids know it.	-Students can be seated in groups or row, and points given for total group responsibility (alternate groups periodically). -All students should come prepared. Perhaps a penalty is necessary for those who fail to take responsibility.
59. Point out relationships between ideas or concepts.	2.1	-Depends on method involved; can be done while discussing text that is read orally, or during a demonstration.	-Use several different modalities when presenting.

MODIFICATIONS RELATED TO METHOD OF INPUT FOR STUDENT	DIFFICULTY FACTOR	COMMENTS FROM TEACHERS	CONSULTING RECOMMENDATIONS AND COMMENTS
60. Teach memory skills.	2.7 (content) -not as appli. to lab class.	-Requires additional preparation time. -Not appropriate to class.	-Conduct a model lesson; have the teacher watch and repeat with a later class.
61. Teach body language.	3.1	-Teachers felt they wouldn't know how to teach this. -Requires additional preparation time. -Teachers assumed this was not a problem for students.	-Assist teacher in preparing mini-lesson on emotions with pictures and role-playing situations for student, or plan to conduct such a lesson in the resource room. -Refer teacher to the first part of Chapter 5, "Socialization", in Doreen Kronick's What About Me? the L.D. Adolescent. (Academic Therapy, 1975).
62. Provide direct instruction in how to work in groups.	2.2	-Item unclear. -Teacher doesn't have the skill. -Not appropriate for the class.	-For students who are not effective group participants, plan a unit in regular class or resource room beginning with dyads and triads, moving to a small group with leader and recorder. Speech class textbooks probably will have teaching suggestions. -Consider group projects.
63. Draw arrows on text or worksheet to show ideas which are related.	2.4	-Time-consuming. -Don't write in textbooks.	-Use inservice time/planning periods, with help from resource room teacher or teacher consultant, or seek assistance from parents for purchase of extra tests or worksheets.

SOURCE: Employability Curriculum and Transition from School to Work Resource Guide. (1985). Statewide Task Force on School/Business Partnerships. South Dakota State Board of Education.

Additional Resources and References

The primary resources for Goal 4 are:

Learning Styles Inventory (computerized version), Brown, J. & Cooper, R. 1983.

Readability Index (computerized version), Irving, S.L. & Arnold, W.B.

SOURCE: Educational Activities, Inc.
Dept. 86, P.O. Box 392
Freeport, NY 11520

Missouri Transition Guide: Procedures and Processes, West, L.; Gritzmacher, H.; Johnson, J.; Boyer-Stephens, A. & Dunafon, D., 1986.

SOURCE: Instructional Materials Laboratory
8 London Hall
University of Missouri-Columbia
Columbia, MO 65211

Still Puzzled about Educating Students with Disabilities?, Tindall, L.W., 1991.

SOURCE: Center for Education and Work
Publications Unit
265 Educational Sciences Building
1025 West Johnson Street
Madison, WI 53706

Technology Center for Special Education
College of Education
Room 24, School of Education
University of Missouri-Kansas City
5100 Rockhill Road
Kansas City, MO 65110
(800) 872-7066

The Center for Special Education Technology
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
(800) 426-2133

Other resources and references for this section include:

Butler, S.E.; Magliocca, L.A. & Torres, L.A. (1980). Grading the mainstreamed student: A decision making model for modification. *The Directive Teacher,* 6, 14-30.

Changar, J.; Bouchard, K.; Hovarth, S.; Edenhart-Pepe, M. & Miller, D. (1981). *Access to learning for handicapped children: A handbook on the instructional adaptation process.* St. Louis, MO: Cemrel.

Gugerty, J.; Roshal, A.F.; Tradewellz, M.D. & Anthony, L. (1981). *Tools, equipment and machinery adapted for the vocational education and employment of handicapped people.* Madison, WI: Wisconsin Vocational Studies Center.

Hamilton, J.B.; Norton, R.E.; Fardig, G.E.; Harrington, L.G. & Quinn, K.M. (1984). *Determine students grades (2nd ed.).* Columbus, OH: The National Center for Research in Vocational Education.

Hoellein, R.H., Feichtner, S.H. & O'Brien, T.W. (1979). *Vocational administrator's guidebook: Mainstreaming special needs students in vocational education.* Indiana, PA: Center for Vocational Personnel Preparation.

Hull, M.E., William, E. & Goodwin, A. (1980). Some considerations for grading and evaluating special needs students. *Journal for Vocational Special Needs Education,* 2, 23-25.

Santeusanio, R.P. (1988). *Study Skills and Strategies.* Baltimore, MD: Media Materials.

Sarkees, M.D. & Scott, J.L. (1985). *Vocational special needs* (2nd ed.). Alsip, IL: American Technical.

Sitlington, P.L. & Goh, S.R. (1985). *The special needs learner in employment related training.* Bloomington, IN: Indiana University.

Staff. (1980). *Integrating secondary handicapped students into vocational and general education curriculums (Monograph No. 3).* Des Moines, IA: Mountain Plains Regional Resource Center.

Stern-Otazo, K.L. (1980). Curriculum modification and instructional practices. In G. Meers (Ed.) *Handbook of special vocational needs education* (pp. 139-168). Rockville, MD: Aspen.

Test, D.W. (1985). Evaluating educational software for the microcomputer. *Journal of Special Education Technology,* 7, 37-46.

PROVIDE JOB PLACEMENT AND FOLLOW-UP

GOAL 5: PROVIDE JOB PLACEMENT AND FOLLOW-UP

Overview

Job placement for students with disabilities presents the VRE, the vocational instructor, and the placement specialist with a unique challenge. In considering potential placement possibilities, it is necessary to have knowledge about the job requirements and about the individual beyond that required when placing persons without disabilities. Placing students with disabilities requires effort directed toward educating employers about hiring students with disabilities. Working with students who have disabilities requires that the full range of employment possibilities be considered. Caution is necessary to assure that stereotyping for certain disabilities to particular jobs does not occur.

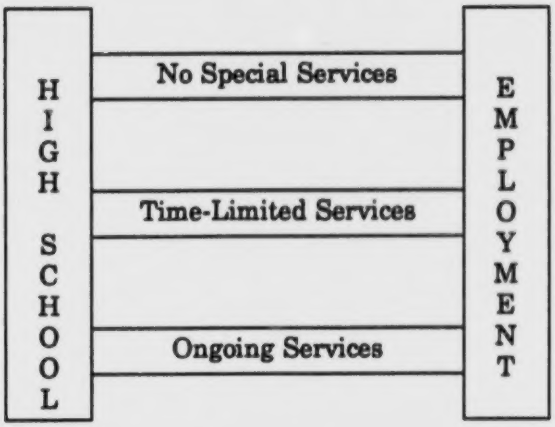
It is important to note that the VRE's responsibility towards placement and follow-up differs from district to district. Most often the VRE's role is that of an "assisting" role in the job placement process.

In 1984-85, the State Department of Elementary and Secondary Education, Division of Vocational and Adult Education, developed the Effectiveness Index Formula in response to a call for more accountability. This formula allows for monetary incentives to Area Vocational Schools where placement rates are at a high level. Since placement in related training and employment has always been a priority with vocational schools, the Effectiveness Index Formula did not change basic philosophies and beliefs. However, it continues to place an emphasis on marketable vocational programs which enhance the placement of graduates in communities.

What is Transition From School to Work?

Transition from school to work is a process which culminates in high school graduation and entrance to the adult world, whether in employment, further schooling or other alternatives. Vocational schools have always been concerned with placement rates of all of their graduates, but the transition concept focuses on special populations, whether they participate in vocational education or not.

The Office of Special Education and Rehabilitative Services (OSERS) has set transition from school to work as one of four national priorities in the next decade. High unemployment rates among persons with disabilities (Hippolitus, 1980) has warranted OSERS concern. Madeline Will, Assistant Secretary of Special Education and Rehabilitative Services, first outlined OSERS view of transition by using the following model (Will, 1984).


HIGH SCHOOL
No Special Services
Time-Limited Services
Ongoing Services
EMPLOYMENT

This model illustrates the necessity of transition programs in high school to build a firm foundation for adult employment. Once students leave high school, they can take one of three paths to employment. The path taken by individuals will depend on their specific needs and abilities and the amount of support services required to help them make a smooth transition. After individuals have been employed, they may require follow-up services to assure that they adapt to the job.

Missouri LINC has developed a model which views transition from school to work as a process beginning with kindergarten and going through postsecondary services. This model can be found on the following page.

MISSOURI LINC'S TRANSITION MODEL

Goal	Phase I Career Awareness (Grades K-6)	Phase II Vocational Exploration (Grades 7-8-9)	Phase III Vocational Preparation (Grades 9-10)	Phase IV Skill Training and Placement (Grades 10-11-12)	Phase V Post-School Transition (Beyond 12th Grade)
Assessment	Health/Daily Living Personal-Social/Adaptive Behavior Academic/Basic Skills Career Information	ACCESS SKILLS Personal-Social/Adaptive Behavior Academic/Basic Skills Interest Inventories	Interest Inventories ACCESS SKILLS Personal-Social/Adaptive Behavior Curriculum Needs and Modifications Special Services Career Counseling	Vocational Assessment Occupational Skills Assessment Personal Characteristics Job Seeking Techniques Special Services Career Counseling	Vocational Assessment Employability Skills Assessment Independent Living Skills Assessment Career Counseling
Curriculum	Life Centered Career Education - Daily Living Skills - Personal-Social Skills - Occupational Guidance and Preparation Skills Academic/Basic Skills	ACCESS SKILLS Generalizable Skills Life Centered Career Education Skills Academic/Basic Skills	Occupational Orientation Vocational Preparation ACCESS SKILLS Generalizable Skills Life Centered Career Education Skills Academic/Basic Skills	Vocational Instructional Management System (VIMS) Employability Skills Life Centered Career Education Skills Independent Living Skills Academic/Basic Skills	Advanced Training Vocational Training/Re-training Employability Skills Independent Living Skills
Programming	Mainstream Resource Services Self-Contained Classroom Field Trips Parent Participation	Mainstream in Prevocational Classes Resource Services Field Trips Parent Participation	Mainstream in Prevocational Classes Resource Services Field Trips Vocational Preparation Classes Business & Industry Involvement Job Shadowing Parent Participation	Early Entry to Vocational Education Mainstream Area Vocational Technical Schools or Comprehensive High Schools Vocational Resource Educator (VRE) Vocational Adjustment Coordinator (VAC) Supplemental Teacher Basic Skills Instructor Business & Industry Partnerships Cooperative Occupational Education (COE) Cooperative School Work Study Vocational Student Organization Referral to Vocational Rehabilitation Referral to Job Training & Partnership Act Programs (JTPA) Referral to Job Service Parent Participation	Without Special Services - Independent Job Seeking Time Limited Services - Counselor/Teacher/Coordinator Placement Assistance - Referral to Vocational Rehabilitation & Rehabilitation Facilities - Referral to Job Training & Partnership Act Programs (JTPA) - Referral to Job Service Ongoing Services - Supported Work - Sheltered Workshops - Adult Service Providers Parent Participation
Sample IEP Goals	Student will exhibit appropriate work habits and behavior.	Student will complete at least one prevocational course.	Student will identify his/her strengths and weaknesses for vocational education.	Student will develop strategies to obtain written information.	Student will receive services of the Division of Vocational Rehabilitation.
Sample IEP Objectives	Student will complete tasks working alone with minimum teacher supervision. Student will complete tasks working with three other students.	Student will use tools and equipment with 100% accuracy in the industrial arts course. Student will measure accurately to 1/16th inch with a tape measure.	Student will list his/her aptitudes and achievements. Student will complete a vocational assessment. Student will select a vocational option using interest, aptitudes, and achievement information.	Student will define 25 out of 30 vocabulary words in occupational field. Student will read and interpret output measuring equipment.	Student will participate in vocational assessment and work adjustment services. Student will participate in job placement services.

What is the VRE Role in the Transition Process?

The role of the VRE in the transition process may vary, depending upon the policies of the school district. Services to assure successful transition from school to post-school opportunities are mandated through the assurance in the Carl D. Perkins Act.

Some of the following activities may be considered as part of the VRE's role in the transition process:

- Inservice programs designed for special educators, vocational educators, counselors, administrators and parents on the transition concept and what each person can contribute to the process.
- Assisting in the development of IEP goals related to the transitional needs of students, including vocational goals and objectives.
- Coordination with adult agencies to which a student may be referred as part of the student's transition plan. (A list of Division of Vocational Rehabilitation Offices is provided in the Resources for Goal 5.)
- Knowledge of important employability skills and working with other district personnel to ensure these skills are presented in the student's program.
- Knowledge of community services.
- Knowledge of postsecondary vocational training schools which have support services for students. (A list of general resources for postsecondary education can be found in Resources for Goal 5.)
- Knowledge of community employers.
- Conducting small group discussions for seniors, allowing them to outline their future plans and steps needed to attain those plans.

What Transition Services Are Required By Federal Law?

The 1990 Public Law 101-476, *The Individuals with Disabilities Education Act (IDEA)*, mandates transition services for student with disabilities. Transition goals and objectives are statements and activities that identify the services needed to achieve the adult outcomes which have been targeted by the IEP team. The person(s) responsible and target date for completion should also be identified. Following are several frequently asked questions regarding federal mandates, taken from a Missouri LINC module on transition.

Q. **What does this law really mean?**

A. Transition planning has been identified as a need for students with disabilities since 1984 when Madeleine Will first proposed the model of transition from school to work (Will, 1984). The new legislation only mandates what many districts have been moving toward; that is, the creation of programs and services which enable students to make a smooth transition from school to adult roles.

The legislation makes it clear that transition planning is a "coordinated set of activities," which implies both planning and the coordination of services within the school and with other entities outside the school. These other entities are defined in the law: "postsecondary education, vocational training, integrated and supported employment, continuing and adult education, adult services, independent living and community participation." Transition services cannot be provided by the Local Education Agency (LEA) alone. It takes interagency cooperation and coordination, as well as involvement of students, parents and community members.

The law re-emphasizes the individualized nature of planning. Services needed should be based upon individual "preferences and interests," *not upon currently available programs or services*. This wording encourages the development of new, restructured service delivery models.

Emphasis on an "outcome-oriented process" requires the planning team to look beyond annual goals and objectives and identify *long-range* goals. The educational activities that take place should insure that students receive preparation for the identified adult roles they will be assuming after leaving school. This may involve the creation of needed services and support systems for adults with disabilities in the community.

P.L. 101-476 requires that transition needs are addressed by age 16; however, also recognized is that a longer planning time may be necessary for some students "beginning at age 14 or younger."

Q. **What is the difference between transition goals and objectives and other goals and objectives that may go into the IEP?**

A. There are two major difference between transition goals and objectives and other goals written for the IEP. The first is the difference between short-range and long-range goals. The second is that transition planning sometimes requires only *statements* made in the IEP, not necessarily full-fledged goals and objectives.

Q. **How are transition needs identified?**

A. Transition needs are identified through an assessment process, just as other needs of the student are identified. However, the types of assessment conducted may vary from the assessment methods utilized to determine classroom needs. It is the responsibility of the special education teacher and the multidisciplinary team to assess the student. Assessment should take place in job sites, restaurants, libraries, post offices, department stores, doctor's offices, and at home. To prepare for life, we need to know what the student can do in real-life situations. This type of assessment is most accurately obtained by conducting an ecological assessment, or as IDEA puts it, "a functional vocational evaluation." This assessment looks at the student in the environment to help school and home get a better idea of any pattern in the student's behavior rather than just relying on what is being observed in the classroom. All assessment data should be used to provide a picture of the student's needs and skills to determine the student's present level of performance and possible options in planning for transition.

Assessment data may be gathered from observations as well as student records; interviews with teachers, parents and students; formal and informal teacher administered tests such as the Transition Behavior Scales (McCarney, 1989) or work samples; observations and anecdotal and interval samplings; checklists; discussions and written assignments. Results of prevocational and vocational assessment should also assist in determining transition needs.

Q. How do I obtain prevocational and vocational evaluation information?

A. It is the responsibility of the special educator to obtain prevocational/vocational assessment information. Student's vocational aptitudes, interests, and special needs should be assessed in the same manner other areas are assessed--by the multidisciplinary team. The special educator, the school counselor, and/or the vocational evaluator may conduct the assessment. Areas assessed through a vocational assessment include:

Cognitive skills: basic reading and math, concept formation, cognitive/learning style and problem solving ability.

Sensory and motor skills: dexterity, coordination, strength, mobility, range of motion, visual acuity, auditory acuity.

Perceptual skills: spatial discrimination and size discrimination.

Learning preferences: receptive and expressive.

Vocational skills and aptitudes: Use of tools, materials and equipment, general potential for work, remembers instructions, capable of planning and organizing, improves with practice, manual dexterity, eye-hand coordination, physical strength, perceptual abilities and physical attributes

Career awareness and maturity: Knowledge of jobs, job requirements and rewards, aptitudes, strengths and weaknesses.

Interests: personal goals and interests, hobbies, leisure time activities, favorite and least favorite academic subjects.

Behavior: worker characteristics and habits, job seeking skills, job keeping skills including the student's level of desire to work.

Social adjustment: home/family, relationships with peers and teachers.
(Closer Look, 1981)

Q. What resources are available to assist me in completing a vocational assessment of students in my program?

A. Missouri LINC's *Access Skills: Generic Informal Assessment Instruments and Checklist* (Boyer-Stephens & Wallace, 1988) is available from the Instructional Materials Laboratory at the University of Missouri-Columbia. This manual allows teachers to evaluate students using the assessment instruments and to transfer the information to the checklist. The checklist then identifies the present level of performance as well as vocational needs. Skills assessed by this instrument include: math skills, physical demands, working environment, aptitudes and temperament. This manual is available from the Instructional Materials Laboratory, 8 London Hall, University of Missouri-Columbia, Columbia, MO 65211 (800) 669-2465 or (314) 882-2883.

The Missouri LINC module entitled *Vocational Assessment* provides basic information about vocational assessment along with a Student Interview Vocational Assessment, Parent Interview Vocational Assessment, Teacher Interview Vocational Assessment, Sample Informal Observation Checklist, directory of sample assessment instruments, an Informal Vocational Assessment Summary, and Format for Developing a Work Sample.

The Transition Planning Assessment checklists in the Missouri LINC Vocational Assessment module provide examples of informal transition assessment for students with disabilities in elementary, middle school/junior high or senior high school.

Remember, all assessment data gives information about the student's present level of performance and his/her current needs. Transition planing requires we look at this information with a view toward the future goals and adult roles of the student.

Q. What if there are no services to meet the student's needs in my town?

A. In many rural areas there are limited services. For this reason, early planning is essential (perhaps even prior to age 14). If one sees that a need will exist due to the student's level of functioning at the elementary level, community planning can begin to develop the services needed. Transition planning can be a tool for system change, but adult agencies and community leaders must be involved in making those changes. The evolution of needed services might even provide increased economic development for the community. For example, transportation needs might be met by the initiation of a privately owned taxi/bus service. The 1990 Americans with Disabilities Act requires that public transportation be available for persons with disabilities, so communities planning for transition needs of students will also be complying with other federal laws; and, at the same time, improve the economic base and the quality of life in their communities. Regional interagency councils might be established to develop recommendations and strategies to provide services. Remember, the LEA cannot provide all of the services necessary for students to transition into adult roles. Collaboration with other agencies is absolutely essential and should result in benefits to the entire community.

Q. Isn't the school just responsible for insuring that the student is prepared for these adult roles, rather than being responsible for making sure all the services that are needed really are available?

A. Certainly the school is responsible for insuring that students are prepared for adult roles, and many teachers feel they are doing a good job in that area. A strong foundation is vital and teachers using functional curriculum, community-based instruction, relevant academics and long-range planning are providing students with the "basics." However, educational agencies have been given the lead role in creating transition programs and services as evidenced by the statement in IDEA:

> "In the case where a participating agency ... fails to provide agreed upon services, the educational agency shall reconvene the IEP team to identify alternative strategies to meet the transition objectives."

Transition planning is "outcome oriented" and based on adult roles. Students spend 12 to 15 years or more in the formal educational system and students, parents and educational personnel know best what their needs are and can best predict what they will need as adults. That is why the law has made the educational community responsible for initiating transition programs and directing change.

Q. It seems that parents need to be very involved in the transition planning. How do I get them involved?

A. Most parents willingly become involved in this planning, especially if IEP meetings contain "futures planning" (Mount & Zwernik, 1988) at the elementary level. Parents need support also. When they see teachers concerned about and concentrating on the *abilities* of their children and what the children *can do* rather than the deficiency orientation of today's IEPs, they begin to see their role as valued and will become active members of the team. Parents will be able to play a more active role if they have been supported to do so from the time their child entered special education services. With the emphasis on family involvement in early childhood programs, maintaining the family's involvement K-12 may be easier to do. It may be more difficult to begin to expect this from parents "automatically" when their child turns 16! Just as it will take teachers some time to re-orient themselves to a "futures" planning perspective, so too it will take parents some time; all the more reason to begin this framework at an early age. To assist parents in this process, teachers might ask parents of all students to complete the Parent/Guardian Transition Questionnaire in the Missouri LINC Vocational Assessment module.

Q. Where can I find examples of transition goals/objectives or statements/activities?

A. There are sample IEPs for elementary, middle school and high school students in the *Transition Implementation Guide* (Boyer-Stephens, 1992). A sample IEP is written for a student with mild disabilities and one for a student with severe disabilities. This manual is available for purchase from:

Instructional Materials Laboratory
8 London Hall
University of Missouri-Columbia
Columbia, MO 65211
(314) 882-2883 or (800) 669-2465

Q. What format should be used in preparing an adult IEP?

A. Many computerized IEP formats and printed materials concerning transition goals and objectives have concentrated on the preparation of students for transition (employability skills, social/behavioral skills, vocational skills, etc.). It must be remembered that transition goals and objectives or statements and activities in the IEP must be *outcome oriented*, documenting the planning for necessary post-school services for individuals with disabilities, based upon their interests and preferences, not upon the available services. Even with a computerized IEP system there will often be individualized statements on a student's IEP. A space for these written statements should be made available on district IEP forms in the Special Considerations section.

For specific information on writing goals and objectives, the VRE may refer the special education instructor to Missouri LINC's *Transition Planning: Statement of Needs, Goals and Objectives* (1992).

What Linkages Can the VRE Develop and Maintain in Order to Provide Transition Services for Students?

Within a school district, the VRE should develop and maintain positive relationships with special educators, vocational educators, counselors, job placement personnel, and administrators. If there is a work experience program, close liaison with the Vocational Adjustment Coordinator (VAC) is essential. Positive relationships within the district allow a VRE to assist individuals in IEP plans and make suggestions for appropriate referrals upon graduation of a student.

The VRE should also develop and maintain relationships with community service agencies, as well as develop a knowledge of special groups involved with persons with disabilities. The following are some of the major agencies with which a VRE should be familiar:

- Division of Vocational Rehabilitation
- Local Private Industry Council (Job Training Partnership Act)
- Division of Mental Health
- Postsecondary vocational training options
- Rehabilitation Centers
- Learning Disabilities Association
- Association for Retarded Citizens (ARC)
- Regional Center for the Developmentally Disabled (RC-DD)
- Job Service
- Division of Family Services

A list of National and State organizations with which a VRE should be familiar can be found in the *Transition Implementation Guide* (See Additional Resources and References for Goal 5.). A VRE can develop a local community resource list, as each community will have different services.

As a VRE becomes familiar with the community and works with job placement personnel, a list of employers willing to hire individuals with disabilities can be developed. Vocational instructors, job placement counselors, VACs and others can be helpful in developing such a resource.

How Can the VRE Assist the Instructor in Preparing the Student for Placement?

Communication and coordination are the keys to helping instructors prepare students for placement. Through contact with employers and the community, the VRE can maintain an awareness of the problems students encounter when trying to attain and/or retain a job. Communicating the nature of these potential problems to the instructors can help them structure instructional activities that prepare students for being successful in:

- Applying and interviewing for a job,
- Communicating and cooperating with employers and fellow employees, and
- Exhibiting good work and safety habits on the job.

Role-playing and simulating situations that students may encounter on a job can provide students with a model of how to react in a problem situation. An example might be role-playing how an employer and employee would interact if the employee were late for work. Simulating experiences that closely approximate a real, potential problem on a job can help students transfer appropriate behaviors learned in a classroom to a job site. Setting up the entire classroom as a simulated job site is often done by vocational instructors.

The VRE should also be aware of specific situations at a potential employment site for which a student needs to be prepared. A particular job site or employer may have a strong rule about the amount of time spent on lunch breaks or cleaning up the work site at the end of the day. An employer or employee may even be hesitant to work with a student who has a particular type of disability because of the possible problems in learning skills or getting along with co-workers. The student should be aware of and prepared to handle such potential problem situations, and the VRE can assist in the identification and alternatives for the resolution of these potential problems.

The following are options for assuring that students with disabilities have opportunities for training and practice in preemployment skills:

- Classes as part of the regular vocational education program, conducted on a regularly scheduled basis, e.g., once a week.
- Coordination with sending school to have personnel in that school plan for teaching preemployment skills as part of the regular curriculum, e.g., English classes, speech classes.
- Coordination with special education to have the skills taught in special education classes.
- Conduct a special day long workshop for students to learn skills and then provide follow-through experiences in which students can practice skills learned.

How Can the VRE Assist Students in Long-Range Career Planning?

The VRE should always keep in mind that most individuals change careers 3 to 5 times in their lives. When working with a student on long-range goals, presenting information which broadens the options of the student is initially desirable. Students must be aware of their strengths and limitations and the requirements of jobs they are interested in performing.

Conducting small discussion groups may be a viable method in helping students look at options. This can be done individually also. It is important to show students how their choices relate to lifestyles (i.e., cost of apartments, cars, food, etc.). Students can complete forms which contain their long-range goal(s) and the steps they need to take to attain those goals. These steps may (and should) include academic areas, as well as vocational tasks. A sample format for a Career Planning Form and Resume Worksheet can be found in the Resources for Goal 5.

In order to help students with long-range career planning, VREs should be familiar with the following types of information:

NATURE OF INFORMATION	SOURCES
• Future job trends	• Missouri Occupational Information Coordinating Committee (MOICC) • Job Service • Missouri View
• Potential jobs in the Community	• Chamber of Commerce • Job Service • Employer Services
• Postsecondary training options	• Publications from HEATH • College publications available in counselor's offices

How Can the VRE Assist the Vocational Instructor in Providing Potential Employers with Accurate Information About Students With Disabilities?

Honesty is always the best policy and tact is an important component to honesty. Both should be given appropriate consideration. Encourage vocational instructors to present potential employers with an accurate representation of the skills and abilities of the student with disabilities, as well as areas which need improvement. This can often be accomplished without labeling the student as disabled. A student should be described to a potential employer in terms of:

- Functional strengths and limitations which are important to job survival (i.e., John does not read well, but can follow verbal instructions extremely well; or, Janice may have trouble following verbal instructions, but once shown how to do something, she catches on very quickly),
- Task related competencies,
- Acceptance of rules,
- Degree of supervision required,
- Relationship to supervisor, and
- Teamwork.

The Vocational Instructional Management System (VIMS) should prove extremely helpful in presenting to employers the task-related competencies the student has mastered. With this system, upon completion of a program, the student can receive a competency list stating the skills mastered.

It is important that the VRE be familiar with the administrative and procedural safeguards regarding release of personal information. The Resources for Goal 5 contains a Teacher Evaluation of Student Work Behavior which can be used to obtain valuable information regarding student abilities and can be extremely useful in presenting a potential employer with an accurate profile of the student.

What Strategies are Available to the VRE That Will Facilitate Job Retention?

Since research has shown that people lose jobs more often due to interpersonal problems, students should be taught how to handle a variety of situations, such as:

- Calling in to work if sick or late,
- Approaching supervisor with problems,
- Handling co-worker disagreements, and
- Knowing who to call if they encounter problems.

To facilitate and increase job retention, quality follow-up is vital. A student and an employer should have a contact person, either with the school or an agency, whom they can call upon if a problem arises. The length of follow-up varies within school districts and agencies, but a general rule of thumb would be 60-90 days. Some students need more intensive follow-up than others.

If a problem occurs on the job, the following problem solving procedure is a tool for assessing needs and generating solutions. Often VREs find themselves continually cycling through the procedure with different students.

Step 1: Identify the potential barriers to retention. For example, it may be a situation where the student requires additional training or a work site modification.

Step 2: Identify possible solutions to the problem.

Step 3: Evaluate the options based on predicted outcomes.

Step 4: Select the best alternative in light of the problem.

Step 5: Implement the option, plan, or resource.

Step 6: Evaluate the situation. Keep certain questions in mind. Is the student more satisfied/more productive as a result of the specific intervention? Is the employer? Are additional modifications necessary?

In the case of the need for additional training, review the appropriate offerings at the vocational school; in the case of work site modifications, consult Gugerty, J. et al., *Tools, Equipment and Machinery Adapted for the Vocational Education and Employment of Handicapped People.* (See Additional Resources and References for Goal 4.) Sometimes Vocational Rehabilitation can help financially with the purchase of assistive devices on the job. Other resources for work site modifications include JAN (Job Accommodation Network), 1-800-526-7234 and the Governor's Committee on Employment of Persons with Disabilities. Additional resources can be found in the *Transition Implementation Guide.*

How Does the VRE Work in Coordinating Services with the VAC?

Many districts have a special education person who has the title of Vocational Adjustment Coordinator (VAC). A VAC serves as a link between the students with disabilities, the Division of Vocational Rehabilitation, the school program, and the community. There may be differences in school districts regarding the roles and responsibilities of VACs. The VRE should become familiar with the VAC(s) and their procedures for referring students to the work experience program, the Vocational Rehabilitation requirements (students in most work experience programs must qualify for DVR services) and the types of job placements the VAC has available in the community.

If a student is in a vocational training program and the VAC is the home school contact person, some of the coordinating activities may be as follows:

- Assist in the development of vocational goals and objectives on the IEP,
- Keep the VAC informed of the progress of the student in the vocational class,
- If a Vocational Rehabilitation Counselor (VRC) is involved with the student, develop a process whereby he/she is also kept informed of the student's progress, and
- Assist in developing a placement plan, i.e., who will be responsible for placement, what kind of job, who will provide follow-up, etc.

Keep in mind that for some students a viable plan may be to enter a vocational class for specified training (using VIMS) and be ready for related job placement under the VAC after one quarter, one semester or one year of training. For example, a student may need to learn specific job skills related to changing oil, lubrication and tire changes for job placement at a Jiffy Lube type of business. This student's IEP may specify training in Auto Mechanics for these skills for one semester, with subsequent job placement the second semester under the VAC. In these situations, close coordination of services must be maintained by the VRE and VAC so the student receives the highest benefits possible from both programs.

What Can the VRE Do to Assist in Job Placement?

It is recommended that the VRE not be the sole job placement person for students with disabilities; rather, the role should be to assist in job development, placement, and follow-up of the student with disabilities. In this role, additional assistance may be required to identify job opportunities for students with disabilities. The following resources can assist in identifying potential job opportunities.

- Advisory Committee
- Former Students
- Occupational Associations
- Churches and Community Service Organizations
- Chamber of Commerce
- Federal Civil Service
- Private Employment Agencies (where fees are charged)
- Yellow Pages of Telephone Directory
- Trade Magazines
- Labor Unions
- Direct Employer Visitations or Contacts
- Newspaper
- State Employment Security Office
- Friends, Relatives and Neighbors
- Statewide Job Placement Service
- Surveys
- Paid and Free Advertisements
- School Newsletters
- Business and Industry Days

There are many ways to begin informal networking with community resources. A VRE might develop and distribute program brochures, request speaking engagements at community service organizations, attend community decision making meetings, and organize advisory committees. Advisory groups can play a particularly important part in developing job leads. (Goal 1 describes how to utilize advisory committees in more detail.)

Developing cooperative agreements with other community agencies can also be helpful in finding resources for job placement. Further information on cooperative agreements can be found in the following question.

What Placement Responsibilities Does a VRE Have if There Is No Placement Specialist or VAC?

In the event that there is no placement specialist or VAC to provide the lead role, the VRE will be faced with the responsibility of assisting counselors and/or vocational instructors in the placement process. These personnel should be provided with the same information found in the earlier question which discusses VRE assistance to the Vocational Instructor and potential employers.

VREs should also be aware that the Carl Perkins Act allows for the provision of additional job placement services if services provided for all students do not adequately meet the needs of students with disabilities. The *Missouri Vocational Planner's Guide* is the best source of information concerning additional services allowed.

Knowledge of community services and cooperative agreements may be vital for VREs who have a major responsibility for job placement activities. The essential ingredients for successful interagency cooperation include:

• Awareness	Know the other agencies involved. Determine their service responsibilities, roles in meeting the career development needs of students with disabilities, the function of the agency, and the clientele served.
• Interdependence	Establish areas of similarity and difference in roles, functions, and services.
• Standardization	Standardize procedures for referral and for obtaining and sharing information. Specify procedures for sharing equipment, facilities, staff, and costs.
• Formalization	When there are a number of participants from several agencies, prepare a formal agreement.
• Communication	Recognize and communicate agency limitations, as well as capabilities.
• Commitment	Capitalize on commitment from the top; work for commitment from each agency representative (Valentine, Truby & Pisapia, 1982).

If interagency cooperation is implemented successfully, a VRE will have help in placement activities for students with disabilities.

Resources

- Division of Vocational Rehabilitation District Offices
- Post-Secondary Resources
- Career Planning Form
- Resume Worksheet
- Teacher Evaluation of Student Work Behavior

DIVISION OF
VOCATIONAL REHABILITATION DISTRICT OFFICES

Cape Girardeau - VR - (10) VR - (01)
1923 North Kingshighway (63701-2125)
P.O. Box 1087
Cape Girardeau, MO 63702-1087
Tele: (314) 290-5788
FAX: (314) 290-5921

Chillicothe - VR - (12)
303-A South Washington
Chillicothe, MO 64601-3000
Tele: (816) 646-1542
FAX: (816) 634-9741

Columbia - VR - (04)
409 Vandiver Drive
Bldg. 5, Suite 101
Columbia, MO 65202-1563
Tele: (314) 882-9110

Farmington - VR - (01)
800 Progress Drive
P.O. Box 230 (63640-0230)
Farmington, MO 63640-9157
Tele: (314) 756-5727
FAX: (314) 756-2996

Hannibal - VR - (11)
#7 Melgrove Lane
Hannibal, MO 63401-2275
Tele: (314) 248-2410

Independence - VR - (24)
3640 S. Noland Road, Suite 240
Independence, MO 64055-3391
Tele: (816) 325-5850

Jefferson City - VR - (13)
207 Metro Drive
Jefferson City, MO 65109-1135
Tele: (314) 751-2343
FAX: (314) 526-4474

Joplin - VR - (07)
1201 East 20th
Joplin, MO 64804-0922
Tele: (417) 629-3067

Kansas City Downtown - VR - (14)
615 East 13th Street, Room G-3
Kansas City, MO 64106-2870
Tele: (816) 889-2581, 2582, 2583,
2584, or 2585
FAX: (816) 889-2586

Kansas City North - VR - (21)
2900 Rockcreek Parkway, Suite 170
Kansas City, MO 64117-2534
Tele: (816) 889-3810

Kansas City South - VR (06)
1734 E. 63rd, Room 201
Kansas City, MO 64110-3537
Tele: (816) 889-3800

Kirksville - VR - (25)
304 South Franklin, Suite 100
Kirksville, MO 63501-3581
Tele: (816) 785-2550, 2551

Nevada - VR - (02)
110 South Adams Street
P.O. Drawer F (64772-0935)
Nevada, MO 64772-3971
Tele: (417) 667-5081, 5082

Olivette - VR - (18)
9378 Olive Blvd.
Olivette, MO 63132-3295
Tele: (314) 991-4330
FAX: (314) 993-4191

Olivette - VR - (18)
Allied Services Section
9378 Olive Blvd.
Olivette, MO 63132-3295
Tele: (314) 991-2737

Poplar Bluff - VR - (20)
2717 Westwood Blvd.
P.O. Box 968 (63901-0968)
Poplar Bluff, MO 63901-2397
Tele: (314) 686-1194

Rolla - VR - (22)
1420 Highway 72 East
P.O. Box 879 (65401-0879)
Rolla, MO 65401-3967
Tele: (314) 368-2266
FAX: (314) 368-2382

St. Charles - VR - (19)
1360 South Fifth Street, Suite 370
St. Charles, MO 63301-2447
Tele: (314) 946-2788

St. Joseph - VR - (15)
State Office Building
525 Jules, Room 201
St. Joseph, MO 64501-1990
Tele: (816) 387-2280
FAX: (816) 387-2089

St. Louis North - VR - (08)
Shell Building
1221 Locust, Suite 350
St. Louis, MO 63103-2364
Tele: (314) 231-2340

St. Louis South - VR - (16)
Kenrick Plaza Shopping Center
Suite 100-B
7435 Watson Road
St. Louis, MO 63119-4498
Tele: (314) 962-1125
FAX: (314) 962-1359

Sedalia - VR - (23)
2903D West Broadway
Sedalia, MO 65301-2214
Tele: (816) 827-1666, 1751
TOLL Free: 800-924-0419
FAX: (816) 826-4757

Springfield - VR - (17)
State Office Bldg.
149 Park Central Square, Room 526
Springfield, MO 65806-1384
Tele: (417) 895-6397
FAX: (417) 895-6423

West Plains - VR - (03)
1578 Imperial Center
P.O. Box 166 (65775-0166)
West Plains, MO 65775-1818
Tele: (417) 256-8294
FAX: (417) 256-8479

POST-SECONDARY RESOURCES

The Missouri Department of Higher Education provides a list of public and private community colleges, state colleges and universities.

For information call:

Department of Higher Education	(314) 751-2361
Educational Grants Hotline	(800) 533-9800

HEATH Resource Center
One Dupont Circle, NW, Suite 670
Washington, DC 20036-1193
(202) 833-4707

The office of HEATH acts as a clearinghouse for information on higher education opportunities for disabled post-secondary adults. The office maintains active resource files on the following subjects:

1. Higher education agencies who actively provide support services or programs for the handicapped.
2. Information on specific job clusters that are employing the handicapped.

Association on Higher Education and Disabilities (AHEAD)
P.O. Box 21192
Columbus, OH 43221

AHEAD is a national, nonprofit organization of persons from all fifty states, Canada, and other countries committed to promoting the full participation of individuals with disabilities in college life. The Association has sponsored numerous workshops and conferences which have focused on common problems and solutions in upgrading the quality of services available for students with disabilities within post-secondary institutions. Membership includes subscriptions to the ALERT newsletter and the quarterly AHEAD bulletin as well as reduced rates on conference fees and other publications.

CAREER PLANNING FORM

NAME ______________________________ DATE ______________

SCHOOL ____________ AGE ____ GRADE ____ BIRTHDATE __________

INTERESTS AND ACTIVITIES:

What do you like to do most when you are not working or going to school?

SPORTS? ______________ HOBBIES? ______________

CLUBS, ORGANIZATIONS? ________________________

Do you have any jobs at home? ______ What? ______________

What job(s) do you think you would like to do and be good at doing?

____________________ Why? ____________________

EDUCATIONAL INTERESTS:

____ work ____ attend a Jr. College ____ attend college

____ attend a vocational/technical school ____ join the military

____ other ________________________________

OCCUPATIONAL AND CAREER AWARENESS:

What do employers look for when they hire someone?

____

What are some reasons people get fired from jobs?

____

What would an employer like about you? ____________________

____________________ Not like? ____________________

INDEPENDENT LIVING SKILLS

Check each skill that you have:

____ driver's license
____ checking account
____ complete income tax form
____ ride city buses
____ savings account
____ looking for a job
____ preparing meals
____ budgeting money
____ grocery shopping
____ operate washer & dryer

RESUME WORKSHEET

Name ____

Address ____

City/State ____

Telephone Number ____________________________________

Career Objective: ____

Experience:

Education:

Extra-curricular Activities:

Hobbies:

Special Skills:

References (3):

Teacher Evaluation of Student Work Behavior

Name ______________________________ School ________________________

Address ____________________________ Phone ________________________

Placement Site: ____

Task Related Competencies	75% or more of the time	50% or more of the time	Less than 50% of the time
Is punctual			
Readily accepts assigned tasks			
Attends to task within assigned area (doesn't wander)			
Remains on task ( ) minutes			
Is not frustrated by tasks			
Is able to organize time and materials			
Performs work neatly			
Performs work accurately			
Completes assigned tasks			
Asks for assistance when needed to complete task			
Follows through on advice given			
Acceptance of Rules			
Understands rules and regulations of conduct and safety			
Follows rules and regulations of conduct and saftey			
Degree of Supervision Required			
Follows written instructions			
Follows verbal instructions			
Can work independently once instructions have been given			
Requires frequent supervision regardless of the degree of task difficulty			
Accepts supervision when necessary			
Relationship to Supervisors			
Relates well to authority figures			
Can communicate needs appropriately to authority figures			
Can accept criticism of work by supervisor			
Teamwork			
Can work alone			
Can work well with others in group setting			
Can communicate with peers			
Can accept criticism of work by peers			

Employer comments: ____

____

Additional Resources and References

The primary resources for Goal 5 are:

Job Placement in Employment and Training Programs: An Action Planning Guidebook.

SOURCE: The National Center for Research in Vocational Education
Univ. of Calif. at Berkeley
1995 University Avenue, Suite 375
Berkley, CA 94704
(800) 637-7652

Preparing for Work. (A guide for special class teachers, counselors, work study specialists.)

SOURCE: President's Committee on Employment of Persons with Disabilities
Department of Health
Boston, MA

Target: Employment - A Resource Guide to Job Seeking and Job Retention Materials.

SOURCE: Vocational Education Services
Indiana University
840 State Road, 46 Bypass
Room 111
Bloomington, IN 47405

Tools, Equipment and Machinery Adapted for the Vocational Education and Employment of Handicapped People, Gugerty, J. & Tindall, L., 1983.

SOURCE: Center for Education and Work
Publications Unit
265 Educational Sciences Building
1025 West Johnson Street
Madison, WI 53706

Vocational Adjustment Coordinator Handbook, Gritzmacher, H.; Repetto, J. & Maxam S., 1988.

SOURCE: Instructional Materials Laboratory
8 London Hall
University of Missouri-Columbia
Columbia, MO 65211
(800) 669-2465 or (314) 882-2883

Agencies

Extended Employment Sheltered Workshops
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102
(314) 751-3547

Governor's Committee on Employment of Persons with Disabilities
Richard C. Powell
Executive Secretary
P.O. Box 1668
Jefferson City, MO 65102
(800) 392-8249

HEATH Resource Center
One Dupont Circle, NW
Suite 670
Washington, DC 20036-1193

Job Accommodation Network (JAN)
Box 468
Morgantown, WV 26505
(800) 526-7234

Job Corp
Division of Employment Security
2102 Whitegate Drive
P.O. Box 898
Columbia, MO 65205

Job Placement Division
National Rehabilitation Association
1522 K Street NW, Suite 1120
Washington, DC 20005

Missouri Customized Training, JTPA
Missouri Division of Manpower Planning
221 Metro Drive
Jefferson City, MO 65101
(800) 392-2622

Missouri's Statewide Job Placement Service
Monte D. Cass, Director
State Fair Community College
1900 Clarendon Road
Sedalia, MO 65301
(816) 826-7100

School-Community Partnerships
Missouri Department of Elementary and Secondary Education
CONTACT: Frank Drake
Division of Career and Adult Education
P.O. Box 480
Jefferson City, MO 65102
(314) 751-4212

The IAM Disabled Worker's Program
The Machinists Building
1300 Connecticut Avenue NW
Washington, DC 20036
(202) 857-5173/5174

Sample Curriculum Materials for Employability Skills

Expanding Horisons - a complete program on Employment Skills and Life Management Skills, John & Mary Hume.

SOURCE: St. Johns Educational Press
P.O. Box 5087
Jacksonville, FL

Three computer programs: 1) *First Day on the Job;* 2) *Personal Habits for Job Success;* and 3) *Work Habits for Job Success.*

SOURCE: MCE, Inc.
157 S. Kalamazoo Mall
Suite 250, Dept. 31
Kalamazoo, MI 49007
(800) 421-4157 Nationwide

The System for Employment Training.

SOURCE: Program Development Division
70001 Training and Employment Institute
West Wing, Suite 300
500 Maryland Avenue SW
Washington, DC 20024
(800) 424-9105 (West Region)
(800) 424-9114 (East Region)

World of Work Inventory.

SOURCE: World of Work, Inc.
2923 North 67th Place
Scottsdale, AZ 85251
(602) 946-1884

Working I - Attitudes and Habits for Getting and Holding a Job
Working II - Interpersonal Skills, Assessment and Training for Job Tenure

SOURCE: James Stanfield and Company
P.O. Box 1983
Santa Monica, CA 90406
(800) 421-6534

Other resources and references for this section include:

Boyer-Stephens, A. (ed.) (1992). *Transition implementation guide.* Columbia, MO: Missouri LINC.

Kimbrell, G. & Vineyard, B. (1983). *Entering the world of work.* Bloomington, IL: McKnight.

Missouri LINC. (1992). *Transition Planning: Statement of Needs, Goals and Objectives.* Columbia, MO: Missouri LINC.

Valentine, M.A.; Truby, R. & Pisapia, J. (1982). *Career development for handicapped students.* Washington, DC: Mid-Atlantic Regional Resource Center. (ERIC Document Reproduction Service No. 232 954).

PROVIDE INSERVICE FOR OTHER STAFF

GOAL 6: PROVIDE INSERVICE FOR OTHER STAFF

Overview

A major key to successful mainstreaming in vocational programs is adequate preparation of staff members. Without adequate preparation, vocational instructors do not know where to begin. Staff members must have a broad information base from which they can develop a personal commitment to mainstreaming. The most expedient way to deliver that information is through inservice.

Inservice activities which focus on mainstreaming efforts are often devoted to sensitizing staff to the needs of students with disabilities. Staff members are given a chance to explore their own assumptions about people with disabilities. Understanding linked with knowledge paves the way to developing specific skills for working with students with disabilities in vocational programs.

VREs are encouraged to provide formal inservice activities for administrators, vocational instructors, special education instructors, counselors and any personnel in the school district who may desire information on educating students with disabilities. Quite often, however, inservice is done on an informal basis. Many times during the year a VRE is called upon to help a colleague brainstorm solutions to various problems. When these types of activities occur, the VRE should log them and present this log during the state department evaluation of the Area Vocational Technical School. The log should contain the date, name(s) of person(s) helped, the nature of the problem, the solution reached and the materials/resources used or suggested. Since opportunities for formal inservice are few, the VRE should document the training that does take place on an individual or small group basis.

Who Attends/Needs Inservice for Improving Vocational Programming for Students with Disabilities?

Every educator can benefit from continuing educational activities. Most often these activities are provided through inservice training. A VRE should become familiar with the District's Professional Personnel Development programs. In larger districts, continuing education credits are sometimes offered for participation in district-approved inservice training.

A VRE should also be knowledgeable regarding topics that have been offered in the past to particular groups, so inservice topics will not be redundant.

The following groups of people are appropriate participants for inservice training, depending upon the needs in the district. These groups may need separate inservice on some topics, but other topics could be offered to all groups.

- Administrators
- Vocational Instructors
- Vocational Special Needs Support Personnel

- Special Education Instructors
- Academic Instructors
- Counselors
- Parents
- Employers
- Agency Representatives
- Placement Specialists
- Tech Prep Personnel

What Types of Inservice and Other Professional Development Topics Are Appropriate for VREs to Implement?

Some of the following areas might be covered in inservice training sessions:

- Knowledge of the role of vocational education and training of the disabled
- Knowledge of the learning characteristics of students with disabilities
- Strategies for accommodating students with disabilities in vocational education
- Knowledge of vocational education resources for working with students with disabilities
- Alternatives for evaluating the progress of students with disabilities
- Formulation of individualized education programs (roles and responsibilities)
- Employment possibilities for students with disabilities
- Effective methods of communication with students with disabilities
- Instructional sequencing of occupational skills based on job (occupational) task analysis
- Mainstreaming students with disabilities into regular programs
- Factors contributing to low academic achievement
- How to teach non-readers
- Transition from school to work
- Job placement strategies for individuals with disabilities
- Implications of the Carl D. Perkins Vocational and Applied Technology Education Act on vocational education

- Tech Prep Activities

- Transition from School to Work Activities.

ADAPTED FROM: Parrish, L.H. & Kok, M. (1980). *A comprehensive inservice program for personnel providing vocational education to handicapped individuals.*

What Components Are Necessary in the Development of an Effective Inservice Presentation or Workshop?

This outline represents a suggested chronological sequence of activities.

I. Planning the Inservice

- Securing Administrative Support,
- Selecting the Planning Committee,
- Assessing needs of the staff (by survey or individual contacts),
- Documenting the need for inservice,
- Specifying objectives,
- Selecting resources (consultants, participants, materials, community resources),
- Designing activities,
- Budgeting for the inservice,
- Making arrangements,
- Rehearsing (if necessary), and
- Sending out agendas to participants.

II. Conducting the Inservice

- Setting up the room and audio-visual equipment,
- Setting the learning climate,
- Going over the objectives, and
- Directing learning activities.

III. Evaluating the Inservice

- Assessing the immediate value,
- Assessing behavioral change as a result of the inservice,
- Determining what should be the next step (could include future follow-up inservice),
- Compiling a final report for administrator,
- Sending follow-up information to participants, and
- Writing thank you letters to consultants, guests, etc.

How Is the Planning Committee Selected?

A planning committee composed of those individuals interested in inservice is most beneficial. A volunteer committee consisting of approximately four faculty members, the VRE, and an administrator is quite workable. The administrator is the important component in the planning committee. In this role the administrator can become aware of staff concerns, and communication between the VRE's program and the administration can be enhanced. A committee of 5-8 individuals provides comprehensive coverage of faculty needs. The planning committee represents the individuals who are to be recipients of the inservice training.

How Are the Needs Assessed and Inservice Topics Identified?

To determine faculty needs regarding students with disabilities, the VRE and planning committee should:

- Informally survey faculty to determine those areas in which development is necessary,
- Translate informal information into a survey instrument; several sample surveys can be found in the Resources for Goal 6,
- Ask the faculty and administration to complete the survey prioritizing their needs,
- Analyze the information by listing the frequency of response in each area,
- Select the inservice topics from the list of frequently indicated needs of the staff, and
- Review with the administrator(s).

In some instances the VRE and the administrator may determine other needs not identified by the faculty, but are deemed important to the vocational success of students with disabilities.

A checklist of steps to follow in developing a needs assessment can be found in the Resources for Goal 6.

What Are Workshop Objectives?

Once needs and topics have been determined, they can be translated into workshop objectives. Workshop objectives describe as precisely as possible what the participants will be able to do as a result of an inservice activity or series of learning activities which focus directly on a particular previously identified need. Specific objectives will help the VRE in selecting appropriate resources and in designing activities.

The following are sample objectives:

- To increase the sensitivity and awareness of vocational instructors in working with students with disabilities,

- To develop appropriate vocational preparation activities for entry into vocational classes,

- To identify alternative grading strategies for students with disabilities in vocational classes,

- To review vocational curriculum materials for sex equity,

- To identify community resources and/or local agencies with available services to assist students with disabilities,

- To develop transition goals (general) for students, and

- To introduce and discuss new ideas and legislation.

Workshop objectives are generally a part of the agenda. The purpose of the agenda is to help participants:

- Focus on the objectives,
- Follow the logical sequence of activities, and
- Be aware of time allocations for activities.

When using an agenda:

- Print copies of agenda for each participant,
- Be prepared to stay on schedule:
    1) Begin on time,
    2) Allocate specific time for each section of agenda,
    3) Plan time for breaks,
    4) Use a signal for end of small groups, and
    5) End on time.

A sample agenda can be found in the Resources for Goal 6.

Who Is Responsible for Inservice Presentations?

Once inservice topics are identified, the VRE and planning committee should select the presenters who can best address the topics. The VRE, planning committee members, other staff, or outside expertise may be selected to present the inservice. There are a variety of outside consultants who can provide inservice sessions, or presenters may be identified from within the district. The VRE may act as a facilitator and/or presenter, and/or as a sponsor in a host/hostess role.

Other possible presenters to be considered are:

- Recognized specialists (from inside the district or out),

- State department personnel,

- Professional association officers,

- Teacher educators from colleges or universities,

- Special education personnel,

- Representatives from relevant agencies (Vocational Rehabilitation, Employment Security),

- Employers from the community who hire workers with disabilities,

- Parents, and

- Student(s).

What Are Some Inservice Resources and How Are They Selected?

Inservice resources can either be people or objects. People resources include educators, group leaders, consultants, authorities, and the participants themselves. Examples of objects which are resources are books, articles, films, tapes, case studies, video, games, and simulations. In selecting the resources for learning, the VRE must be concerned with the following:

- Are the resources the best available for achieving the inservice objectives?
- Are the resources consistent with the school's educational practice?
- Are the resources consistent with the educational style that the participants expect?

Remember, a blend of resources optimizes the effectiveness of inservice.

How Is an Effective Inservice Learning Climate Established?

The first few minutes of the inservice are crucial. If they are interesting, relevant, and pleasant, problems which may arise later can be resolved with a minimum of loss of learning. If the first few minutes are boring, pointless, and/or unpleasant, even the most important information is likely to be lost. If the environment has positive and pleasant conditions, participants are more likely to pay attention, be more open minded and receptive to information.

There are a few basic rules to be considered when working with adults. The following considerations are major factors in the establishment of an effective learning climate:

- Greeting participants and setting the tone,
- Assuring everyone if comfortable,
- Providing refreshments,
- Spelling out the ground rules (i.e., no smoking),

- Warming up (activities that make sure everyone knows each other),
- Discussing expectations for the inservice,
- Expecting participation from everyone,
- Being flexible as the inservice progresses,
- Allowing discussions to continue until closure,
- Encouraging participants to have fun,
- Praising participants for their participation and attendance, and
- Starting on time and ending on time (or early).

What Are Some Different Types of Presentations That Are Appropriate Inservice Activities?

The following methods suggested by Davis and McCallon (1974) are useful for providing information. When participants lack content background, these methods may serve as the simplest and best way of providing it.

- Lecture - a prepared verbal exposition by one speaker before an audience. (Hint: the speaker should be interesting.)

- Lecturette - a short lecture. (Hint: requires more brevity than the lecture.)

- Lecture-Forum - a lecture followed by a question and answer period. Provides more activity participants and gives them a chance to explore selected portions of the content in greater detail. (Hint: the lecturer must be quick thinking.)

- Panel - a planned conversation before an audience on a selected topic. Usually includes 3 or more panelists and a leader. Brings more points of view to the content. (Hint: the facilitator must be diplomatic!)

- Panel-Forum - a panel discussion followed by a question and answer period chaired by a facilitator. Can lead to special interest arguments. (Hint: the leader should have some way of arranging interactions.)

- Expanding panel - a panel with a vacant chair(s). Participants can join in when they wish and vacate at will. Can become unwieldy with groups larger than 20. Can provide movement, interest and activity. (Hint: needs a leader with a solid set of ground rules and the skill to enforce them.)

- Presentation with listening teams - any of the following methods: debate, presentation, film, slides, video tape, followed by a more organized kind of question/answer period. Before the presentation, participants are organized into small groups. Each group is given a listening assignment, i.e., listening for debatable points, issues, current applications, etc. At the end of the presentation, the groups caucus and develop questions relating to their particular assignment. The questions are posed to those making the presentation. (Hint: it's important to structure assignments that will get at the meat of the presentation.)

- Presentation with reaction panel - any of the above noted presentation methods followed by the reactions of a small, selected group of participants. The participants panel is, in effect, reacting for the entire group. (Hint: it's important to select participants whose views are likely to represent the views of several other participants.)

- Case study approach - participants bring their own materials (student file) and work in small groups to resolve problems (i.e., writing vocational goals and objectives). Small groups report on their solutions.

How Is the Inservice Evaluated?

Since the inservice workshop was developed based on participant needs that were translated into topics and objectives, the evaluation procedure is merely one of assessing overall effectiveness. Evaluation is most often in the form of participant feedback. Feedback from participants may be obtained in several ways.

- Individual participants may be asked for their appraisal of the day's activities. This usually occurs during breaks or at the close of the session.

- The entire group may be asked to provide written (often anonymous) appraisals of the day's session and is especially useful if the inservice is continued, as adjustments can be made to improve the subsequent sessions.

The evaluation instrument should be designed to provide feedback in the following areas (Davis and McCallon, 1974):

- Topics and content,
- Effectiveness of presentation(s),
- Adequacy of facilities,
- Relevance of activities, handouts, simulations, films, etc.,
- Time related factors, and
- Opportunities for both formal and informal interaction.

Examples of feedback forms are included in the Resources for Goal 6.

What Are Some Resources for Planning Inservice Programs?

These resources can be used for topics and activities when planning inservice programs:

- Special Education Dissemination Center Inservice Package
  Department of Special Education
  University of Missouri-Columbia
  (314) 882-3594
  A particularly valuable resource available from SEDC through a LOAN PACKAGE is #131P *Training Activities for Preparing Personnel to Design and*

Implement Workshops. This is an inservice package which was designed to teach potential inservice trainers the skills necessary for implementing effective inservice workshops. Modules include: Identifying Facilitator Roles; Identifying Participant Roles; Motivation; Communication Skills; Needs Assessments; How to Modify an Inservice Presentation; Presenting Inservice Training Materials; Evaluating Inservice Workshops; and Planning an Inservice Workshop. (Developed by Midwest Regional Resource Center, Drake University, Des Moines, LA.)

- *Instructional Development for Special Needs Learners: An Inservice Resource Guide,* by Allen Phelps.

  Department of Vocational and Technical Education
  University of Illinois at Urbana-Champaign
  Urbana, IL 61801

- *Vocational Education for Special Needs Students: Competencies and Models for Personnel Preparation,* by Allen T. Phelps, et al. (A final report on the National Workshop on Vocational Education for Special Needs Students.)

  Resources in Vocational Education/ERIC
  Document Reproduction Service
  P.O. Box 190
  Arlington, VA 22210
  (903) 841-1212

- *Still Puzzled About Educating Special Needs Students?,* by Lloyd W. Tindall, et al.

  Center on Education and Work
  Publication Unit
  265 Educational Sciences Building
  1025 W. Johnson Street
  Madison, WI 53706

- Bell & Howell Publication Systems Division
  Old Mansfield Road
  Wooster, OH 44691-9050

  Competency-based inservice training modules developed at the National Center for Research in Vocational Education are available in a variety of topics.

- Vocational Education Services
  School of Education
  Indiana University
  Bloomington, IN 47405

  Seven inservice training topics are available relating to the Special Needs Learner in Employment-Related Training.

- American Association for Vocational Instructional Materials
  120 Driftmier Engineering Center

The University of Georgia
Athens, GA 30602
A variety of inservice modules developed by the National Center for Research in Vocational Education.

- Midwest Regional Resource Center
1332 26th Street
Drake University
Des Moines, IA 50311
A variety of materials, some of which are useful for inservice training activities.

Resources

- Sample Inservice Needs Assessment
- A Checklist of Activities for Steps in the Needs Assessment Process
- Sample Agenda
- Sample Feedback Forms

SAMPLE SAMPLE

INSERVICE NEEDS ASSESSMENT

Please rank order the following four areas 1 through 4, with 1 being top priority.

I. EDUCATIONAL NEEDS OF THE STUDENT ______

This area deals with characteristics of disadvantaged students, their identification, and approaches to enhance success in a given area of study.

II. PERSONAL NEEDS OF THE STUDENT ______

Those interpersonal abilities and attitudes which, when developed and demonstrated by students, can enhance their sense of well-being, maximize their effective interaction with other people, and increase motivation.

III. COURSE CURRICULUM/INSTRUCTIONAL MATERIALS ______

This area deals with techniques and procedures for modification of materials, i.e., lesson plans, handouts, activities, tests and evaluation.

IV. SPECIAL NEEDS SUPPORT SERVICES ______

Those specialists and supplemental educational personnel who are available to enhance the educational experiences of students with special learning needs that cannot be sufficiently fulfilled by a teacher alone in a regular classroom.

A Checklist of Activities for Steps in the Needs Assessment Process

1. State Concerns

_____ Identify concerns (problems that suggest a need for inservice training).
_____ Identify target population (individual or group).

2. Identify People and Roles

_____ Determine who will manage the needs assessment.
_____ Select needs assessment planning team. (Include representative(s) from target audience.)
_____ Identify those who will conduct the assessment.

3. Plan the Needs Assessment Data Collection

_____ Develop a working definition of "needs".
_____ Determine needs assessment goals.
_____ Determine needs assessment data collection strategies.
_____ Determine and obtain resources required for needs assessment.
_____ Develop data collection plan and time line.

4. Implement the Needs Assessment Data Collection

_____ Develop instrumentation and recording procedures.
_____ Field test and validate instruments and procedures.
_____ Collect needs assessment data.
_____ Tabulate data collected and summarize results.
_____ Report to planning team. Planning team interprets and judges results.

5. Disseminate Results and Set Priorities

_____ Disseminate results of needs assessment to respondents and interested constituencies.
_____ Prioritize needs for training.
_____ Determine feasibility of meeting the needs and select prioritized needs for training.

6. Design the Inservice Program

_____ Identify the target audience.
_____ Identify needs to be satisfied.
_____ Select training or activity to be offered to satisfy the need.
_____ Identify who will be responsible for each activity.
_____ Identify resources needed to accomplish the task, including incentives to be offered to training participants.
_____ Identify how progress and accomplishments will be assessed.

7. Continue to Assess Needs

_____ Determine strategies for continuous assessment during the training program.
_____ Reassess needs when program has been completed.
_____ Evaluate progress and accomplishments.

SOURCE: Albright, L. & Markel, G. (1982). Vocational education for the handicapped: Perspectives on program evaluation, p. 7-8.

SAMPLE SAMPLE

VOCATIONAL EDUCATION
FOR
STUDENTS WITH SPECIAL NEEDS

Thursday, November 27, 1992
9:00 AM - 3:00 PM

* * * * * * * * * * *

9:00	Welcome Director, Area Vocational Technical School
9:15	Implementation of the Carl Perkins Act in Missouri (Presenter name)
10:00	Break
10:15	Discussion of Resources - Agencies and Materials (Presenters' names)
10:45	Tour of Building, New Equipment Visit with Instructors
11:15	Lunch - On your own
12:30	Appropriate Placement of Students with Special Needs Through Informal Assessment (Presenter name)
1:45	Break
2:00	Transition to Work - Planning for Student Job Placement (Presenter name)
2:45	Wrap-up and Evaluation

* * IDEA LIST * *

SAMPLE FEEDBACK FORM

Key: SA = strongly agree; A = agree; U = undecided; D = disagree; SD = strongly disagree

1.	The objectives of this workshop were clear to me.	SA	A	U	D	SD
2.	The content of the presentations was valuable.	SA	A	U	D	SD
3.	Possible solutions to my problems were considered.	SA	A	U	D	SD
4.	I was stimulated to think about the topics.	SA	A	U	D	SD
5.	The group discussions were beneficial.	SA	A	U	D	SD
6.	There was adequate time for informal discussion.	SA	A	U	D	SD
7.	I had sufficient opportunity to express my ideas.	SA	A	U	D	SD
8.	My time was well spent.	SA	A	U	D	SD
9.	The content seems readily applicable to the important problems in the area of vocational special needs programs.	SA	A	U	D	SD

COMMENTS:

Topic of Session ______________________________ Date ____________

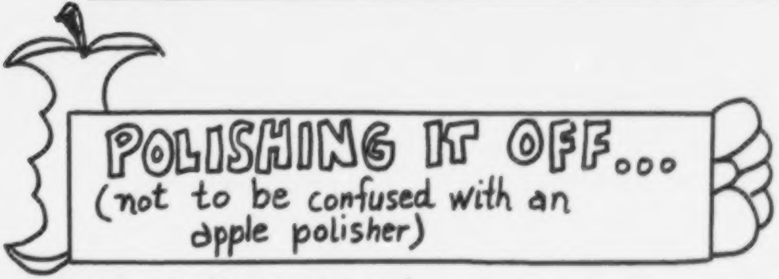
EVALUATION

1.	The program objectives were:	well defined	5	4	3	2	1	vague
2.	I feel the program objectives were attained:	fully	5	4	3	2	1	not at all
3.	The overall quality of this program:	high	5	4	3	2	1	low
4.	The activities were:	beneficial	5	4	3	2	1	not beneficial
5.	The suggestions presented during this program were:	applicable	5	4	3	2	1	not applicable
6.	Meaningfulness of this session to me:	meaningful	5	4	3	2	1	not meaningful
7.	My expectations for this program were:	fulfilled	5	4	3	2	1	unfulfilled
8.	Sensitivity of presenter to audience:	high	5	4	3	2	1	low
9.	I feel that I will utilize the material presented in this program:	fully	5	4	3	2	1	not at all
10.	I would recommend this program to others:	fully	5	4	3	2	1	not at all

11. What did you find useful in this workshop?

12. What changes would you make in this workshop?

13. Any other information you would care to add, please write below:



POLISHING IT OFF...

(not to be confused with an apple polisher)

ABOUT THIS SESSION:

I LIKED...

and I ↓...

if I were running this workshop I would have...

The part of the workshop I would have changed is...

because...

I WOULD HAVE LIKED...

FOR NEXT TIME:

* * * * * *

I would like to know more about...

* * * * * * *

EVALUATION FORM

Your cooperation in evaluating this inservice will be appreciated. Thank you for answering all of the items. Please do not indicate your identity in any way as you complete the form.

Key: SA = strongly agree; A = agree; U = undecided; D = disagree;
SD = strongly disagree

1.	The workshop met the objectives stated.	SA	A	U	D	SD
2.	Content of the presentation(s) was valuable.	SA	A	U	D	SD
3.	The presentation(s) was well organized.	SA	A	U	D	SD
4.	The presenter(s) was/were knowledgeable and enthusiastic.	SA	A	U	D	SD
5.	I benefited professionally from the information.	SA	A	U	D	SD
6.	The level of information presented was appropriate.	SA	A	U	D	SD
7.	The resource materials provided are useful.	SA	A	U	D	SD

8. What did you like best? ______________________________

____

9. What did you like least? ______________________________

____

10. What suggestions/recommendations can you give to improve the session(s)?

____

____

Additional Resources and References

The primary resources for Goal 6 are:

The Special Needs Learner in Employment Related Training, Sitlington, P.L. & Goh, S.R., 1985.

SOURCE: Vocational Education Services
School of Education
Indiana University
Bloomington, IN 47405

How to Plan and Conduct a Successful Workshop: An Inservice Training Guide

SOURCE: Educational System Planning
Route 5, Box 227G
Chico, CA 94926

Other resources and references for this section include:

Albright, L. & Markel, G. (1982). *Vocational education for the handicapped: perspectives on program evaluation* (Personnel Development Series: Document 4). Champaign, IL: Office of Career Development for Special Populations, University of Illinois.

Davis, L.N. & McCallon, E. (1974). *Planning, conducting, evaluating workshops.* Austin, TX: Learning Concepts.

Duncan, J.R. (1982). *Comprehensive system of personnel development: Inservice considerations.* Columbia, MO: University of Missouri, Department of Special Education.

Mager, R.F. (1968). *Developing an attitude toward learning.* Belmont, CA: Fearson.

Occupational education and pupils with handicapping conditions. (n.d.). Albany, NY: NYS Education Department.

Parrish, L.H. & Kok, M. (1980). *A comprehensive inservice program for personnel providing vocational education to handicapped individuals.* College Station, TX: Texas A & M, College of Education.

Tindall, L.W. (1991). *Still puzzled about educating students with disabilities?* Madison, WI: Center on Education and Work.

EVALUATE A VRE'S PROGRAM

GOAL 7: EVALUATE A VRE'S PROGRAM

Overview

One of the most difficult things to do is to evaluate one's own program, particularly when it is a unique program. The role of the VRE is "unique" in an AVTS setting compared to that of an instructor or an administrator. Therefore, it must be viewed and evaluated within the context of its role as a resource and support system for students with disabilities. The VRE is not an instructor; therefore, the format used for evaluating instructors is usually inappropriate. This section attempts to provide some guidelines for VREs to evaluate their own programs and share the evaluation with their administration.

How Can VREs Evaluate Their Programs?

Evaluation of the VRE's program is indeed important. The goal of program evaluation is to improve the program through a process of gathering and providing useful information for decision making.

These steps are important components of the evaluation process and are steps VREs should take in evaluating their program.

Plan:	Determine the goals and objectives of the program at the beginning of the year, and define the criteria (level of performance) to be achieved.
Implement:	Carry out activities to accomplish the identified goals and objectives.
Evaluate:	Compare the outcomes of the program with the level of performance criteria.
Decide:	Based on evaluation results, prioritize activities and decide what changes are needed for further improvement of the program.

Once annual goals are written, a VRE may decide to write quarterly goals. A sample Quarterly Objective Form can be found in the Resources for Goal 1. In doing this, each quarter the VRE will be able to keep track of progress made toward the annual goals of the program.

When Should Evaluation Take Place and What Should Be Evaluated?

Evaluation should be both ongoing (formative) and cumulative (summative). Formative evaluation is continuous throughout the year and looks at processes and products of the programs. Summative evaluation looks at all of the formative data and provides an end of the year look at the progress made.

Formative evaluations can:

- Aid in monitoring, coordinating, and controlling programs,
- Allow input during the process,
- Facilitate communication among staff, and
- Provide for informed decisions on program adjustments.

Summative evaluation looks at program effectiveness in terms of:

- Impact of the program on students,
- Degree to which program objectives were met,
- Cost effectiveness of the program improvement, and
- Recommendations for program improvement.

One form of ongoing (formative) evaluation would be quarterly grade reports of students with disabilities in vocational classes. The end of the year (summative) grade report can help a VRE know if annual goals were met (assuming passing grades were one of the annual goals). A sample Summary Grade Report can be found in the Resources for Goal 7.

When writing annual program goals, the VRE should determine what types of activities should be evaluated and how they should be evaluated. The following may be useful in generating ideas about WHAT and HOW to evaluate different activities in a program.

ACTIVITIES	EVALUATION
• Working with instructors	• Time spent with instructors, changes agreed upon and implemented, number of passing students.
• Modifying curriculum	• Evidence of the modifications and how it helped the student.
• Modifying facilities and equipment	• Same as above.
• Working with special education staff	• Time spent, activities engaged in, number of students passing vocational class and/or number of students enrolling in vocational class.
• Acting as an advocate for students with disabilities	• IEP meetings, disciplinary meetings, parent meetings, teacher meetings and outcomes of situations.
• Providing support services	• Types of service provided, time spent and outcome.
• Monitoring student progress	• Progress reports, quarterly grades.

- Assisting in placement and follow-up
- Job development activities, outcome of student placement.

How Can the VRE Evaluate His or Her Own Performance?

A listing of the job competencies a VRE should exhibit in his or her performance can be utilized to evaluate performance. The list can be used as a self-evaluation tool by the VRE and as a staff evaluation tool by the administration for the purpose of identifying areas of improvement in the VRE's performance.

Because each VRE's job competencies vary, the specific competencies should be adapted, deleted, or added to, depending on the VRE's particular job description and situation. Because the VRE interfaces with so many other persons, a checklist format might be given to instructors, counselors and administrators. Input from these school personnel can provide the VRE with valuable feedback regarding effectiveness. Several checklist formats in the Resources for Goal 7 might be useful.

The VRE should also be aware of other performance evaluation criteria used by his or her district.

What Are Some Examples of Annual, Monthly, and Daily Activities Appropriate for a VRE?

Some annual activities might include:

- Informing vocational instructors of the learning problems of students with disabilities,
- Developing inservice training activities, and
- Attending IEP meetings.

Some monthly activities might include:

- Visiting all sending schools,
- Monthly progress reports and conferences with students,
- Meeting with special education teachers,
- Conducting advisory committee meetings,
- Observing in each vocational program, and
- Reviewing IEP goals.

Some daily activities might include:

- Reviewing catalogs for appropriate resources,
- Checking attendance of students (if on a behavior contract including attendance as a goal),
- Ensuring that proper documentation is in the student's file, and
- Maintaining positive relationships with vocational instructors and administrators.

A sample format of VRE activities is provided in the Resources for Goal 7.

Does the State Department Monitor/Evaluate Programs?

A copy of the items for the evaluation of Special Populations Programs can be found in the Resources for Goal 7. The most efficient method for getting ready for this evaluation is to collect the information necessary to answer each of the questions in separate file folders.

Does Special Education Have a Similar Program Monitoring Review?

Although a VRE is not usually involved, Special Education does have a monitoring review conducted by the State Department, Division of Special Education. Each local Special Education Director writes a Compliance Plan each year. Reviewing this compliance plan may help the VRE understand the policies and procedures used in the Special Education department of their district. The State Department, Division of Special Education monitors each school district in regard to their implementation of the district compliance plan. If a VRE is involved in this review, it is usually in the section of the *Case Record Review*. The Division of Special Education has developed written standards for each of the requirements that are identified in the Case Record Review. These and other standards have been made available to school districts in the *Special Education Program Review Standards*. This manual provides a description of all special education requirements and the Missouri standards for minimal compliance.

A VRE should be aware that each local education agency with special education programs has a State Department Special Education Consultant assigned to help the district in any way possible. Often, this consultant monitors the district's compliance and is available to provide technical assistance and help whenever needed.

Resources

- Sample Summary Grade Report
- Sample Performance Evaluation Checklists
- Activities of the VRE
- State Department Evaluation of Services and Activities for Individuals Who Are Members of Special Populations

SAMPLE SUMMARY GRADE REPORT

91-92

REPORT ON STUDENT PROGRESS

SPECIAL POPULATIONS DEPARTMENT

PROGRAM AREA/ AVERAGE GRADES	GR. PER. 1st	GR. PER. 2nd	GR. PER. 3rd	GR. PER. 4th
Apparel & Fashion Design	88%	83%	91%	82%
Auto Body	90%	85%	85%	85%
Auto Mechanics	73%	67%	77%	84%
Building Construction I	85%	88%	79%	78%
Building Construction II	91%	87%	90%	86%
Building & Grounds Care	87%	89%	84%	87%
Commercial Art	87%	83%	78%	100%
Drafting	83%	83%	73%	84%
Electricity	84%	95%	80%	89%
Electronics	90%	96%	93%	95%
Food Service	90%	90%	80%	89%
Health Occupations	83%	85%	83%	89%
Heating & Air Conditioning	93%	93%	93%	96%
Machine Trades	74%	86%	86%	86%
Printing	93%	90%	90%	90%
Travel & Lodging	58%	79%	86%	81%
Welding	73%	73%	80%	82%
Word Processing	85%	85%	74%	75%
AVER. GR. OF ALL SP. STUDENTS	84%	85%	83%	87%

SUMMATIVE EVALUATION REPORT

Vocational Resource Educator ______________________ Date __________

Performance Area I: The Vocational Resource Process

CRITERIA* The VRE		Performance Levels		Performance Expectation	In Addition to Performance Expectation
A. Creates a climate conducive to the role of the VRE.	** Not observed A I	Displays little or no skill in creating a climate conducive to the role of the VRE.	Intermittently displays skills necessary to create a climate conducive to the role of VRE.	Consistently creates a climate conducive to the role of the VRE.	Displays evidence of superior skills in creating a climate conducive to the role of the VRE.
B. Displays competent knowledge of VRE role.	** Not observed A I	Demonstrates insufficient knowledge of VRE role.	Demonstrates limited knowledge of VRE role.	Demonstrates appropriate knowledge of VRE role.	Demonstrates superior knowledge of VRE role.
C. Uses VRE time effectively.	** Not observed A I	Shows little or no evidence of maintaining an effective schedule.	Sometimes maintains an effective schedule.	Maintains a schedule appropriate for accomplishing objectives of the program.	Is extremely skillful in organizing time.
D. Implements VRE program effectively.	** Not observed A I	Shows little or no evidence of implementing VRE program.	Ineffectively implements the VRE program.	Effectively implements the VRE program.	Displays evidence of superior organizational ability in implementing the VRE program.
E. Demonstrates the ability to communicate effectively with students.	** Not observed A I	Does not communicate clearly with students.	Sometimes communicates clearly but does not encourage student input.	Communicates clearly and encourages relevant interaction.	Is extremely skillful in using a variety of verbal and non-verbal techniques to communicate with students.

CRITERIA* The VRE		Performance Levels		Performance Expectation	In Addition to Performance Expectation
F. Assists vocational instructors in meeting the needs of special needs students.	** Not observed A I	Does not assist vocational instructors in meeting the needs of special needs students.	Intermittently assists vocational instructors in meeting the needs of special needs students.	Consistently assists vocational instructors in meeting the needs of special needs students.	Willingly provides extra efforts in assisting vocational instructors in meeting the needs of special needs students.
G. Assists special education instructors in meeting the vocational related needs of their students.	** Not observed A I	Does not assist special education instructors in meeting the vocational related needs of their students.	Intermittently assists special education instructors in meeting the vocational related needs of their students.	Consistently assists special education instructors in meeting the vocational related needs of their students.	Willingly provides extra effort in assisting special education instructors in meeting the vocational related needs of their students.
H. Demonstrates the ability to communicate effectively with teachers and administrators.	** Not observed A I	Does not communicate clearly with teachers and administrators.	Sometimes communicates clearly but does not encourage teacher and/or administrator input.	Communicates clearly and encourages relevant interaction.	Is extremely skillful in communicating with teachers and administrators.
I. Assists in the placement and follow-up of special needs vocational students.	** Not observed A I	Does not assist in the placement and follow-up of special needs vocational students.	Intermittently assists in the placement and follow-up of special needs vocational students.	Consistently assists in the placement and follow-up of special needs vocational students.	Willingly provides extra effort in assisting in the placement and follow-up of special needs vocational students.

Performance Area II: VRE Program Management

CRITERIA* The VRE		Performance Levels		Performance Expectation	In Addition to Performance Expectation
A. Organizes a systematic VRE program.	** Not observed A I	Does not organize the VRE program.	Ineffectively organizes the VRE program.	Clearly organizes an appropriate VRE program.	Demonstrates superior ability in organizing the VRE program.
B. Develops a structure for the implementation of the VRE program.	** Not observed A I	Does not develop a structure to implement the VRE program.	Ineffectively implements activities to support the VRE program.	Provides an effective organizational structure for implementing the VRE program.	In addition to the expectation, assesses and modifies the VRE program to meet staff and student needs.
Performance Area III: Interpersonal Relationships					
A. Demonstrates positive interpersonal relations with students.	** Not observed A I	Is unresponsive to the needs of students.	Intermittently shows sensitivity to the needs of students.	Demonstrates sensitivity to all students.	Willingly provides extra efforts to meet the needs of students.
B. Demonstrates positive interpersonal relations with educational staff.	** Not observed A I	Shows little or no interest in interacting with educational staff.	Intermittently shows interest in activities of educational staff.	Works well with members of educational staff.	Provides leadership to promote a good working relationship with educational staff.
C. Demonstrates positive interpersonal relations with parents/patrons.	** Not observed A I	Shows little or no interest in interacting with parents/patrons.	Intermittently shows interest in the activities of parents/patrons.	Works well with parents/patrons.	Provides active leadership to promote a good working relationship with parents/patrons.

Performance Area IV: Professional Responsibilities

CRITERIA* The VRE		Performance Levels		Performance Expectation	In Addition to Performance Expectation
A. Participates in professional growth activities.	** Not observed A I	Shows little or no interest in professional growth activities.	Ocassionally participates in professional growth activities.	Seeks out and voluntarily participates in relevant professional activities.	Initiates professional growth activities; encourages other staff to participate in professional activities.
B. Follows the policies and procedures of the school district.	** Not observed A I	Does not comply with school and district regulations and policies.	Intermittently complies with school and district regulations and policies.	Fully complies with school and district regulations and policies.	Provides leadership in the development and improvement of school and district regulations and policies.
C. Assumes responsibilities outside of VRE assignment as they relate to the school.	** Not observed A I	Does not assume responsibilities outside the VRE assignment.	Intermittently assumes responsibilities outside the VRE assignment.	Performs responsibilities outside the VRE assignment to facilitate the smooth operation of the school.	Is self-motivated; assumes extra responsibilities willingly.
D. Demonstrates a sense of professional responsibility.	** Not observed A I	Does not fulfill directed school responsibilities.	Needs to be reminded to meet directed school responsibilities.	Fulfills directed school responsibilities.	Is self-motivated; assumes extra responsibilities willingly.

COMMENTS:

VRE's Signature/Date

COMMENTS:

Evaluator's Signature/Date

(Signatures simply imply that information has been discussed)

ADMINISTRATORS

VRE: ______________________________

INSTRUCTIONS: Circle the number that most closely describes your perception of the performance of the above named VRE. If an item is "not applicable", please circle the number "0".

	Always				Never	N/A
1. S/he follows the rules and policies of my school.	5	4	3	2	1	0
2. S/he appears comfortable with other staff.	5	4	3	2	1	0
3. S/he has answered any questions I have fully and accurately.	5	4	3	2	1	0
4. S/he appears to relate well to students.	5	4	3	2	1	0
5. S/he makes appointments and meets with me at my most convenient times, when necessary.	5	4	3	2	1	0
6. S/he uses tact and good judgment in interacting with me and others I have observed.	5	4	3	2	1	0
7. S/he listens to others viewpoints and tries to reach an agreement.	5	4	3	2	1	0
8. S/he offers suggestions for change through the proper channels.	5	4	3	2	1	0
9. S/he promotes good relationships with parents.	5	4	3	2	1	0
10. S/he participates in meetings and extracurricular activities, when requested.	5	4	3	2	1	0
11. S/he is on time to meetings, conferences, etc.	5	4	3	2	1	0
12. S/he keeps me updated on what she is doing.	5	4	3	2	1	0
13. I feel I am familiar with what the VRE does in my school.	5	4	3	2	1	0
14. I feel the VRE is an asset to my building, programs and staff.	5	4	3	2	1	0

COMMENTS:

SPECIAL EDUCATION INSTRUCTOR

VRE: ______________________________

INSTRUCTIONS: Circle the number that most closely describes your perception of the performance of your VRE. If an item is "not applicable", please circle the number "0".

	Always				Never	N/A
1. Answers questions or provides information completely and accurately.	5	4	3	2	1	0
2. When requested, has served as a resource to you in the areas of career education, relating vocational interests to academic coursework and entry level skills criteria.	5	4	3	2	1	0
3. When requested, has served as a resource to you about vocational classes available or special employment options for special education students.	5	4	3	2	1	0
4. When requested, has served as a resource to you about teaching work habits, attitudes and other work adjustment skills.	5	4	3	2	1	0
5. Keeps you updated regarding your student's progress/status in vocational classes.	5	4	3	2	1	0
6. Screens special education students who are interested in vocational classes and makes suggestions for the most appropriate vocational class placement.	5	4	3	2	1	0
7. Is able to relate well to most of your students.	5	4	3	2	1	0
8. Has talked with at least half of your special education students about vocational plans, courses, jobs, etc.	5	4	3	2	1	0
9. Makes appointments, visits, meets with you during your most convenient times, whenever possible.	5	4	3	2	1	0
10. Uses tact and good judgment in interacting with you and others you have observed.	5	4	3	2	1	0
11. Listens to another viewpoint and tries to reach agreement.	5	4	3	2	1	0
12. Seems to know other staff and appears comfortable in the school.	5	4	3	2	1	0
13. Appears acquainted with community resources and uses them appropriately.	5	4	3	2	1	0
14. Is fair and constructive in criticism.	5	4	3	2	1	0

Page 2

	Always			Never		N/A
15. Offers suggestions for change through proper channels.	5	4	3	2	1	0
16. Is on time to meetings, conferences, etc.	5	4	3	2	1	0
17. Promotes good relationships with parents.	5	4	3	2	1	0
18. Participates in conferences/meetings when asked.	5	4	3	2	1	0

Comments:

If you have referred students to the Vocational Evaluation Lab, please complete the following.

	Always			Never		N/A
1. Consults with you about the best time for the student to attend the lab and make up absences.	5	4	3	2	1	0
2. Provides complete and accurate information to you about the evaluation lab's purposes, facilities, scheduling and expected outcomes.	5	4	3	2	1	0
3. Handles student problems during their lab attendance satisfactorily (following up on absences, behavior problems, etc.).	5	4	3	2	1	0
4. Confers with you about the student's vocational evaluation report.	5	4	3	2	1	0
5. Participates in conferences for students considering enrollment in vocational programs, answers questions, formulates appropriate goals/objectives for the IEP, provides reports for the meeting, etc.	5	4	3	2	1	0

VOCATIONAL TEACHER

INSTRUCTIONS: Circle the number that most clearly describes your perception of the performance of your VRE. If an item is "not applicable", please circle the number "0".

		Always				Never	N/A
1.	Answers questions or provides information completely and accurately.	5	4	3	2	1	0
2.	When requested, has served as a resource to you in the areas of career education, relating vocational interests to academic coursework and entry level skills criteria.	5	4	3	2	1	0
3.	When requested, has served as a resource to you about special employment options for students from special populations.	5	4	3	2	1	0
4.	When requested, has served as a resource to you about teaching work habits, attitudes and other work adjustment skills.	5	4	3	2	1	0
5.	When requested, has served as a resource to you in curriculum planning and locating appropriate materials.	5	4	3	2	1	0
6.	When requested, has served as a resource to you in individualizing course materials for student.	5	4	3	2	1	0
7.	Is able to relate well to most of your students.	5	4	3	2	1	0
8.	Has talked with at least half of your special education students about vocational plans, jobs, etc.	5	4	3	2	1	0
9.	Makes appointments, visits, meets with you during your most convenient times, whenever possible.	5	4	3	2	1	0

10.	Uses tact and good judgment in interacting with you and others you have observed.	5	4	3	2	1	0
11.	Listens to another viewpoint and tries to reach agreement.	5	4	3	2	1	0
12.	Seems to know other staff and appears comfortable in the school.	5	4	3	2	1	0
13.	Appears acquainted with community resources and uses them appropriately.	5	4	3	2	1	0
14.	Is fair and constructive in criticism.	5	4	3	2	1	0
15.	Offers suggestions for change through proper channels.	5	4	3	2	1	0
16.	Is on time to meetings, conferences, etc.	5	4	3	2	1	0
17.	Promotes good relationships with parents.	5	4	3	2	1	0
18.	Participates in conferences/meetings when requested.	5	4	3	2	1	0
19.	When requested, is willing to supervise class when an emergency arises and I need to be gone for short periods of time.	5	4	3	2	1	0

Comments:

VRE EVALUATION CHECKLIST

	Excellent		Adequate		Needs Improvement	Suggested Improvement
	5	4	3	2	1	
Work with staff to maintain rapport and communication.						
Assist in modification of vocational programs, curriculums, equipment or methods to meet the needs of students.						
Work with special education staff to obtain educational and behavioral info and provide service to students.						
Comply with state and federal laws, regulations and guidelines for Programs for Disabled.						
Act as an advocate for students with disabilities.						
Contact vocational instructors about students' progress.						
Arrange for remedial instruction or tutoring.						
Identify alternative strategies for students who are not meeting the specified vocational goals and objectives.						
Help instructors implement appropriate individualized instruction.						
Work with the administration in preparing the school environment for mainstreaming.						
Compile resource and media information which will help staff members as they work with students.						

Provide info to your school, other sending schools and community about services the program offers to students with disabilities.						
Provide and/or secure inservice training for staff.						
Provide motivational, vocational and support service to students.						
Work with counselors and placement staff.						
Establish communication channels; coordinate information sent to and received from sending or other schools.						
Develop a referral procedure between program and service area.						
Refer students with disabilities for vocational evaluation, academic testing or other support services.						
Work with staff members of the sending school as well as the vocational school to assure that the programs for individual students complement each other.						
Develop, utilize and evaluate procedures for communicating with parents about abilities, placement, progress and future goals of students.						
Assist students in taking an active part in the planning of their program.						
Participate in IEP staffing.						
Contact community agencies to identify and utilize resources.						
Select and acquire instructional materials appropriate for students with disabilities.						
Establish and utilize advisory committee.						

ACTIVITIES OF VOCATIONAL RESOURCE EDUCATOR IN DELIVERY OF VOCATIONAL PROGRAMMING OF STUDENTS FROM SPECIAL POPULATIONS

The purpose of the VRE is to assist in ensuring the vocational success of students with disabilities in regular programs. Major responsibilities are providing assistance for the vocational instructors and serving as liason with the sending schools.

SEPTEMBER *Visit all sending school principals, counselors and special education instructors *Confirm list of pre-enrolled students with special needs *Go over entry level skills, IEP, IVEP of each student *Place textbooks in all sending schools *Begin TAP testing of 10th grade special populations	OCTOBER *Individual conference with each student from special populations *Individual conference with each vocational instructor and special populations instructor *Vocational instructors inservice *Mid-quarter progress reports to sending schools	NOVEMBER *First quarter evaluations, conference with student, special education instructor and vocational instructor *Review IEP, adjust placement if necessary *Begin work with students from special populations entering District Vocational Club contests
DECEMBER *Mid-quarter evaluations and conferences with students and special education instructors	JANUARY *Semester reports to special populations teachers *Individual conference with each student, go over IEP, confirm placement for second semester *Begin preemployment activities with special populations *Begin Vocational Education Week activities *Stress participation of students from special populations in organizations	FEBRUARY *Vocational Education Week Open House - Involve special students in activities *Preemployment training for seniors *Check for names of potential enrollees and returning seniors
MARCH *General recruitment information to sending schools *Go over Entry Level Skill for all programs with special education instructors *Tentative list of pre-enrollees *Update of special populations program to sending school counselors and principals	APRIL *Special Populations Workshop, Vocational Technical School *Potential students and special education instructors tour building individually *Textbooks and materials of all vocation programs to special education instructors *Sending schools recruitment *Vocational Club State Contests	MAY *Confer with pre-enrolled students from special populations *Go over Entry Level Skills for each program with special education instructors *Highlight specific skills for inclusion in IEP *Participate in IEP staffing *Advisory Committee meeting

JUNE	JULY	AUGUST
____________	*MVA *Place order for recorded textbooks from Recordings for the Blind	*Vocational teacher inservice, Special Populations instructor inservice *Pre-school workshops

QUARTERLY ACTIVITIES

First Quarter	**Second Quarter**
-Meet with Vocational Teachers to: a) Communicate RE: students from special populations and review assessment information; b) Plan programs and adjustments; and c) Write vocational components to IEPs, if not done -Complete JTPE Intake -Organize rosters on IEP and JTPA students by sending school and class -Conference with each IEP/JTPA student to set educational and occupational goals and to encourage participation in student organizations -Obtain copies of current IEPs if they are not on file at VoTech -Check out copies of textbooks to sending schools -Attend VRE Inservice training in Columbia -Participate in combined School Board Meeting -Participate in first quarter Parent Conferences -Hold first Advisory Committee Meeting -IEP Progress Check at end of Quarter	-Assist with follow-up of students from special populations -Conduct inservice training session for vocational instructors -Career Counseling: discuss interests, work values, decision-making techniques, verbalization of strengths -Additional resources as needed for semester exams -Begin preparation for National Vocational Education Week -Recruiting presentations of vocational education to all 8th graders -Assist sending schools with completion of Vocational Assessment Summaries -Second Advisory Committee Meeting -IEP Progress Check at end of semester
Third Quarter	**Fourth Quarter**
-Participate in Vocational Education Week -Third Quarter Parent Conferences -Career Counseling--review job seeking skills -Inservice--Special Needs Personnel -Interviews with all prospective vocational special populations -Vocational staffings -Third Advisory Committee Meeting -Assistance for Sending School Special Services Teachers in planning for remediation of weak Entry Level Skills, as determined during Vocational Assessment process -Arrange visits for students from special populations who would like to observe specific vocational programs -Third Quarter IEP update -Notify 8th grade students and parents of vocational training opportunities and requirements	-Career Counseling: Plan for summer jobs and/or postsecondary transition -Meet with parents of incoming students from special populations -Coordinate placement planning and services for all students from special population with JTPA, Vocational Rehabilitation, Employment Security, etc. -Semester exams -Final IEP Progress Reports -Update skills completed on VIMS competency cards

SERVICES AND ACTIVITIES FOR INDIVIDUALS WHO ARE MEMBERS OF SPECIAL POPULATIONS

Missouri Department of Elementary and Secondary Education
Division of Vocational and Adult Education
Vocational Special Needs and Guidance Services

Carl D. Perkins Vocational and Applied Technology Education Act of 1990

	Key Questions	**On-Site Record(s)**
1.	Has (Have) the participating district(s) identified students who are members of special populations?	• Special populations report • Definitions (Perkins Vocational Act of 1990)
2.	Are students who are members of special populations provided with assistance to enter vocational education programs?	• Admissions policy/procedure for special populations • List of strategies used to assist
3.	Has each student enrolled in a Vocational Education program who is a member of a special population received an assessment of his/her interests, abilities and special needs with respect to his/her potential for successfully completing a Vocational Education program in the most integrated setting possible?	• Assessment process which measures occupational interests, aptitudes, abilities, special services needed, and provides attainable vocational goals and objectives
4.	Are the vocational assessment results used to formulate a realistic vocational education plan for each student who is a member of a special population?	• Copy of plan (IEP or IVEP)
5a.	Are supplementary services designed to meet the needs identified through the student assessment process being provided?	• List of services and strategies • Certification records • Daily schedule of supplementary personnel
5b.	Do these services include strategies such as resource personnel, counseling services, supplemental staff, resource materials, basic skills instruction, equipment, equipment modification, classroom modification, curriculum modification, instructional aides and devices, etcetera?	• Advisory committee records • Inservice records
6.	Are guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the provision of special services?	• Appropriate certificate • Job description
7.	Are counseling and instructional services and activities designed to facilitate the transition from school to post-school employment and career opportunities provided?	• Pre-employment skills training records • Placement records
8.	Are relevant training and vocational activities furnished to young men and women who desire to enter occupations that are not traditionally associated with their gender?	• Enrollment of students in nontraditional programs and a list or description of activities and services provided to them

Equal Access for Members of Special Populations

9.	Does the eligible recipient provide equal access to individuals who are members of special populations in recruitment, enrollment and placement activities?	• Recruitment materials and activities • Enrollment data • Placement comparison
10.	Are individuals who are members of special populations provided equal access to the *full range* of vocational education programs, services, or activities including occupational specific courses of study, cooperative education, apprenticeship programs, and to the extent practicable, comprehensive guidance and counseling services?	• Enrollment comparison by program • Records of participation • Guidance assignments
11.	Are individual discriminated against on the basis of their status as members of special populations?	• Disclaimer statement on literature produced for distribution
12.	Is monitoring conducted of the provision of vocational education for students who are disadvantaged and students of limited English proficiency to ensure their access to such education is in the most integrated setting possible?	• Written description of monitoring process (local)

Individuals with Disabilities

13.	Are vocational education programs, services and activities provided in the least restrictive environment in accordance with P.L. 101-476, Individuals With Disabilities Education Act, and whenever appropriate, included as a component of the individualized education program (IEP)?	• Enrollment comparison • Copy of IEP
14.	Are the rights of individuals with disabilities protected as guaranteed by one or more of the following: • Individuals With Disabilities Education Act, P.L. 101-476 • Section 504 of the Rehabilitation Act of 1973	• Disclaimer statement • Compliance Plan (P.L. 101-476) • Copy of Civil Rights review
15.	Is a representative for Vocational Education included in the Individual Education Program (IEP) process where appropriate to ensure that vocational education is a component of the Individualized Education Plan (IEP) and is monitored and coordinated among appropriate representatives of vocational education, special education, and vocational rehabilitation?	• Copy of IEP with appropriate signatures • Written description of monitoring process
16.	With respect to individuals with disabilities, is assistance provided in fulfilling the transition service requirements of P.L. 101-476, Individuals With Disabilities Education Act?	• Transition plan

Provision of Information

17.	Is information provided no later than the beginning of the ninth grade year to students who are members of special populations and their parents concerning: • Opportunities available in vocational education • Eligibility requirements for enrollment • Specific courses/programs available • Special services available • Employment opportunities • Placement rates	• Written description of district process • Copy of mailer • List of offerings • Written description of prerequisites • Other appropriate descriptions
18.	Is information provided upon request concerning admission to vocational education programs and when appropriate, assistance given in the preparation of admissions application?	• Copy of information • Written description of admissions assistance procedure
19.	Is the information provided, to the extent practicable, in a language and form that the parents and students understand?	• Examples of special provisions

Additional Resources and References

The primary resources for Goal 7 are:

Evaluation Handbook: Guidelines and Practices for Follow-Up Studies of Former Vocational Education Students, Franchak, S.J. & Weiskott, J., 1978.

SOURCE: The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210

Other resources and references for this section include:

Dick, M.; Flanagan, M.; Cameron, C.; & West, L. (1981). *Final report: Developing comprehensive job competencies for vocational resource educators, vocational evaluators, and vocational special needs instructors.* Jefferson City, MO: Missouri Department of Elementary and Secondary Education.

Missouri vocational planner's guide. (1992). Jefferson City, MO: Missouri Department of Elementary and Secondary Education.

GLOSSARY

GLOSSARY

Ad Hoc Advisory Committee: Is appointed for one purpose and is generally of short-term tenure. It provides for pre-operational steering, survey, feasibility study, or any special problem that may arise during the development or operation of a program of vocational education. Following the completing of the specific assignment, the Ad Hoc Advisory Committee is terminated.

Administrative Advisory Committee: Is appointed for the specific purpose of improving lines of communication between area vocational schools and those schools sending students to the area vocational school. This committee deals with schedules, calendars, new programs, transportation, and other items that are necessary for the administrative body to consider. The recommendations from this committee are advisory, and final policy is vested in the elected board.

Adult Program: Means vocational education for persons beyond the age of compulsory school attendance who have already entered the labor market or who are unemployed or have completed or left high school and who are not described in the definition of "postsecondary programs." Adult programs are classified into the following categories: (1) *Supplemental* programs provide opportunities for employed adults to gain additional skill and knowledge about their present job; (2) *Preparatory* programs are designed to prepare an adult with sufficient job skills and knowledge to enter an occupation new to them; (3) *Apprenticeship* programs provide classroom/laboratory instruction in the school setting which is related to on-the-job experiences of an adult employed in one of several apprenticeable occupations; (4) *Consumer and Homemaking* instruction provides opportunities for adult individuals who have assumed the dual role of holding a job and managing a household.

Ancillary Services: Are designed to support vocational education programs. The primary function is to ensure quality in the programs. Such services include teacher education, demonstration and experimental programs, development of instructional materials, evaluation of programs, and research activities.

Area Vocational School: Is a public educational institution which has been designated by the State Board of Education. An area vocational school may be: (1) a specialized high school, (2) a department of a high school, (3) a department or division of a junior college, used exclusively for the provision of vocational education to persons who are available for study in preparation for entering the labor market.

Association for Retarded Citizens (ARC): Assists a business in determining where a mentally retarded individual can be of benefit to the business. Employers who hire and train mentally retarded employees as part of the on-the-job training program (O.J.T.) of the ARC may receive financial benefits through this program. The project will reimburse an employer of 1/2 of the wages for the first 160 hours and 1/4 of the wages for the next 160 hours of employment. All mentally retarded individuals who are at least 16 years of age and seeking full-time employment are eligible. The employer must intend for the trainee to continue as a regular employee after the training period and pay the current state or federal minimum wage.

Autism: Is a developmental disability which may occur concurrently with other disabilities. Onset appears during infancy or early childhood and is behaviorally defined to include disturbances in: (1) developmental rates and/or sequences; (2) responses to sensory stimuli; (3) speech, language, and cognitive capacities; and, (4) capacities to relate to people, events, objects, and which adversely affects educational performance. Educational performance shall be interpreted as not only classroom applications of academic skills and concepts, but also as generalization of skills and behaviors such as social interaction, functional communication, and prevocational and vocational skills and behaviors to other environments.

Behavioral Disorders/Emotionally Disturbed: Refers to manifestations such as: (1) difficulties in building or maintaining satisfactory interpersonal relationships with peers, parents, and teachers; (2) a general pervasive mood of unhappiness or depression; and (3) a tendency to develop physical symptoms, pains, or fears associated with personal or social problems. These behaviors are exhibited over an extended period of time and to a marked degree along with difficulties in learning that cannot be explained by cultural, intellectual, sensory, or other health factors. Behavioral disturbances can be observed along a continuum ranging from normal behavior to severely disordered behavior. Students who experience and demonstrate problems of everyday living and/or those who develop transient symptoms due to a specific crisis or stressful experience are not considered to be behaviorally disordered/emotionally disturbed.

Blind: Refers to visual acuity so limited as to require a comprehensive educational program using large print and recorded materials, mobility training, braille skills, self-help, and daily care skills development. Generally, the blind student has a central visual acuity of 20/200 or less in the better eye after best correction by glasses or peripheral vision of 20 degrees or less.

Contractual Agreement (Cooperative Agreement): Written agreement between a public education agency and other agency(ies) which provide(s) occupational experiences for students to meet the objective(s) of a curriculum. The agreement shall include the terms of the contract, signed by the chief administrators and reviewed annually.

Cooperative Vocational Education Programs: Provide instruction in vocational education through cooperative arrangements between the schools and employers. Students combine in-school study with part-time employment (occupational field experience).

Deaf: Refers to those students with hearing impairments with a loss so severe that it precludes the use of the auditory channel as the primary means of developing speech/language skills.

Deaf/Blind: Refers to sensory impairments, visual impairment and hearing impairment, occurring in combination with each other. Frequently, other disabilities also occur concomitantly with the combination of a visual and hearing impairment. The combination of these disabilities causes significant educational problems.

DESE: Means the Department of Elementary and Secondary Education.

Disadvantaged: Persons (other than individuals with disabilities) who: (1) have academic or economic disadvantages, and (2) require special services, assistance, or programs in order to enable them to succeed in vocational education programs.

> "Academically Disadvantaged," for the purposes of this definition of "disadvantaged," means a person who: (1) scores below the 25th percentile on a standardized achievement or aptitude test, (2) has secondary school grades below 2.0 on a 4.0 scale, or (3) fails to attain minimum academic competencies.
>
> "Economically Disadvantaged," for the purposes of this definition of "disadvantaged," means families or individuals of low income according to available data such as AFDC, free or reduced lunch, or Pell Grant.
>
> "Limited English Proficiency (LEP)" means individuals who: (1) were not born in the United States, (2) have a native language other than English, (3) come from environments where a language other than English is spoken, or (4) are American Indians or Alaskan natives and in whose environment a language other than English is spoken and this has had a significant impact on their level of English language proficiency.

Disadvantaged Programs: Provide special services and assistance for persons who have academic or economic disadvantages that prevent them from succeeding in vocational education programs designed for persons without such disadvantages.

Effectiveness Index Formula: Developed by the 1984 DESE Vocational Study Committee. The EIF consists of two components. The first component gives an indication of the relative success of placing student in jobs. The second component indicates the degree of responsiveness of a particular program to labor market supply and demand.

Family Rights and Privacy Act, The (P.L. 93-380), 1974: (Also known as the Buckley Amendment) Concerns the confidentiality of school records in any agency which receives funds from the Office of Education. Regulations of the Act ensure the following procedural safeguards: (1) Parental/guardian permission must be obtained prior to the assessment. (2) Parent(s)/guardian(s) have the right to see the results and have them interpreted or explained. (3) When appropriate, the student should be involved in the discussion of assessment and/or the information explaining the results. (4) If a parent/guardian or student, age 18 or older, asks to view their records, the educational institution has no more than 45 days in which to reply to this request. (5) Assessment information can be released to other educational institutions without approval, as long as these results are used for the purpose of educational relevance.

Follow-Up: A survey to determine what occupations, if any, the students and graduates of vocational education programs enter and how effective their training was in relationship to the actual needs of the job.

General Advisory Committee: Is appointed for the specific purpose of advising the vocational administrator regarding the maintenance, extension, and improvement of the total vocational education program. The primary function is to advise in planning, placement, and public relations. In fulfilling these responsibilities, the committee members will help maintain quality vocational education and ensure support by the community.

Hard of Hearing: Refers to those students with hearing impairments with a permanent or fluctuating loss which is less severe and permits the use of the auditory channel as the primary means of developing speech/language skills.

Health Impaired: Refers to disabilities which result in reduced efficiency in school work because of temporary or chronic lack of strength, vitality, or alertness due to health problems.

Hearing Impaired: Is a generic term including both deaf and hard of hearing which refers to students with any type or degree of hearing loss that has caused an educational deficit.

Host School: The school district in which the area vocational school is located.

Inservice Training: Any sort of preparation which was provided specifically to improve performance of staff in activities and duties essential to the success of the program.

Job Development Activities: These duties are generally performed by a certified counselor or job placement specialist and may include locating employers having jobs available for graduates, keeping informed regarding business and industrial expansion, keeping industry informed regarding training programs, etc.

Job Training Partnership Act (JTPA): Legislation passed in 1984 to provide training and employment to adults with special needs.

Learning Disability: Means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor disabilities, mental retardation, behavior disorder/emotional disturbance, or environmental, cultural, or economic disadvantage. (Federal Regulations 300.5)

Mental Retardation: Refers to significantly subaverage general intellectual functioning resulting in or associated with concurrent impairments in adaptive behavior manifested during the developmental period (birth to age 18) which adversely affects a child's educational performance.

For educational purposes, mental retardation is classified by degree of impairment:

- The "mildly" mentally retarded are those students who benefit from academic instruction, communication and social skill development, and vocational training, but require specialized instruction to realize maximum skill attainment and meaningful integration into adult society.

- The "moderately" mentally retarded are those students who benefit from vocational, communication, social and self-care training, and limited academic instruction. With specialized programming, these students can care for themselves with moderate supervision, can develop adequate communication skills with limited awareness of social conventions, and can be meaningfully integrated into adult society.

- The "severely" mentally retarded are those students who benefit from functional, vocational, communication, and self-care training. During adulthood they may function profitably at home and/or in specialized situations, such as sheltered workshops, supported work environments, and supervised living experiences.

- The "profoundly" mentally retarded are those students who are capable of very little self-care, develop minimal sensorimotor function and must have constant aid and supervision to survive.

Multihandicapped: Refers to physical and/or sensory impairments occurring in combination with each other or concomitantly with other disabling condition(s). The combination of these disabilities causes significant educational problems. Examples of disabilities that frequently occur concomitantly would include physically impaired-mentally retarded, visually impaired-physically impaired, and hearing impaired-mentally retarded.

Nontraditional: Describes students, both female and male, who enroll in vocational programs mostly filled by members of the opposite sex, i.e., men who enroll in health or clerical occupations and women who enter electronics or welding.

Office of Special Education and Rehabilitative Services (OSERS): The federal agency which oversees funding of mandated special education and rehabilitative services in the United States. It is a division of the U.S. Office of Education.

Partially Sighted: Refers to the presence of visual acuity so limited as to require specific educational compensation of a significant nature in order for the learning needs of the student to be met adequately by the school. Generally, the partially sighted student has a central visual acuity range of 20/70 to 20/200 in the better eye with best correction by glasses.

Participating Schools: All schools which enroll students in an area vocational school, i.e. sending districts and host schools.

Physically Impaired: Refers to muscular or neuromuscular conditions which significantly limit the ability to move about, sit, manipulate the materials required for learning, or skeletal abnormalities which affect ambulation, posture, and body use necessary in school work.

Physically/Other Health Impaired: Refers to a medically diagnosed physical or physiological condition which causes educationally related problems. These conditions will require specific material modification, special adaptations, equipment, therapies, and/or instruction.

Postsecondary Programs: Provide vocational education for persons who have completed or left high school and who are enrolled in organized programs of study for which credit is given toward an associate or other degree, but which programs are not designed as baccalaureate or higher degree programs.

Pre-Employment Activities: Includes instruction designed to prepare the student for seeking employment. This may include preparation of personal resumes, job search methods, job interviewing techniques, etc.

Private Industry Council (PIC): On October 1, 1983, the Job Training Partnership Act (JTPA) was officially implemented throughout Missouri. The Act shifts responsibility of policy and implementation from the federal government to the state government and administration to a local partnership of Private Industry Councils and local government. The Division of Manpower Planning is the designated State agency which administers federal and state JTPA funds. The Division plans, manages, monitors and evaluates JTPA programs, provides technical assistance to PICs and service delivery areas, and implements statewide JTPA programs. The statewide programs include: Missouri Customized Training, Dislocated Worker Program, and A Training Program for Older Individuals.

Within Missouri, Private Industry Councils (PIC) direct the 15 service delivery areas. Each PIC plans and implements a series of training activities which reflect the service delivery areas, eligible population, and the employment opportunities available.

Program (Vocational Education): Instruction organized to fit individuals for employment in an occupation in one of the vocational education fields.

Program Advisory Committee: Works at the instructional level and is concerned with matters of faculty qualifications, curriculum content, equipment, facilities, and placement of graduates. The program advisory committees are appointed for each occupational area in an institution offering state approved vocational education.

Secondary Programs: Are designed for high school students including grades 9-12.

Sending District: School district which sends students to an area vocational school provided by another district.

Speech Disorder: Is difficulty with the mechanics of speech production when speech is the mode of expressing language. Speech disorders may be observed in voice, articulation, fluency, or in any combination of the above.

Speech/Language Disorders: Is reduced ability, whether developmental or acquired, to comprehend or express ideas through spoken, written, or gestural language. The disorder may involve form of language (sounds and sound combinations, forming words, or putting words together in sentences) which is determined by the phonologic, morphologic, and syntactic systems. The disorder may involve the content of language (the meaning of words and combinations of words) which is determined by the Semantic system. The disorder may involve the function of language in communication which is determined by the pragmatic system. Language disorders are, therefore, classified as disorders of form, content, and/or function.

Target Population: Any person or groups of people who are identified by pieces of legislation, and funds are set aside in legislation to assist the identified individuals.

Traumatic Brain Injury (TBI): Means sudden injury to the brain caused by an external event or an internal occurrence resulting in total or partial functional disability or psychosocial maladjustment that adversely affects educational performance. The term does not include brain injuries that are congenital or degenerative. The term includes open or closed head injuries resulting in mild, moderate, or severe impairments in one or more of the seven areas of functioning.

Visually Impaired: Is a generic term, including both partially sighted and blind, which refers to students with any type of visual impairment and which, even with correction, adversely affects the child's educational performance. Students with visual impairments can be further described as partially sighted or blind based on the degree of visual impairment and their educational needs.

Vocational Adjustment Coordinator (VAC): A position in the local education agency (LEA) created by the cooperative school work agreement to serve as a link between students with disabilities, Department of Vocational Rehabilitation, LEA and community.

Vocational Education: Means organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree; for purposes of this paragraph, the term "organized education program" means only: (1) Instruction related to the occupation or occupations for which the students are training or instruction necessary for students to benefit from such training; and (b) The acquisition, maintenance, and repair of instructional supplies, teaching aids and equipment. The term "vocational education" does not mean the construction, acquisition, or initial equipment of buildings, or the acquisition or the rental of land.

Vocational Education Program: Refers to organized instruction based in an LEA attendance center, approved and/or partially funded by DESE, provided to individuals in an area of study that is classifiable by at least a four-digit U.S. Department of Education code and which is designed to prepare such individuals for paid or unpaid employment. Such instruction may include, in addition to classroom instruction, classroom-related experiences in field, shop, laboratory or on-the-job settings.

Vocational Student: Refers to an individual enrolled in a DESE approved vocational education program for the purpose of obtaining paid or unpaid employment-related skill(s) and knowledge.

ABBREVIATIONS RELATED TO VOCATIONAL SPECIAL NEEDS

AAMD - American Association of Mental Deficiencies
ABE - Adult Basic Education
ARC - Association for Retarded Citizens
AVA - American Vocational Association
AVTS - Area Vocational Technical School
BD - Behavior Disordered
CEC - Council for Exceptional Children
COE - Cooperative Occupational Education
DESE - Department of Elementary and Secondary Education
DMH - Division of Mental Health
DOE - Department of Education
DOT - Dictionary of Occupational Titles
EEOC - Equal Employment Opportunity Commission
EHA - Educational of All Handicapped Children Act (P.L. 94-142)
EIF - Effectiveness Index Formula
EMR/EMH - Educable Mentally Retarded or Handicapped
ESEA - Elementary and Secondary Education Act
FAPE - Free and Appropriate Public Education
FERPA - Family Educational Rights and Privacy Act
HEW - Health, Education and Welfare (now DOE/Department of Education)
IEP - Individualized Educational Plan
IML - Instructional Materials Laboratory (University of Missouri-Columbia)
JTPA - Job Training and Partnership Act
LD - Learning Disabled
LDA - Learning Disabilities Association
LEA - Local Education Agency
LRE - Least Restrictive Environment
MR - Mentally Retarded
MRRC - MidWest Regional Resource Center (Drake University, Des Moines, Iowa)
NARC - National Association of Retarded Citizens

NAVESNP - National Association of Vocational Special Needs Personnel
OCR - Office of Civil Rights
OJT - On-the-Job Training
OSERS - Office of Special Education and Rehabilitative Services
OT - Occupational Therapy (therapist)
PIC - Private Industry Council
PL - Public Law
PT - Physical Therapy (therapist)
SEA - State Educational Agency
SS - Social Security
TBI - Traumatic Brain Injury
TMR/TMH - Trainable Mentally Retarded or Handicapped
VAC - Vocational Adjustment Counselor
VEA - Vocational Education Act (P.L. 94-482)
Voc Tech - Vocational Technical School
VR - Vocational Rehabilitation
VRC - Vocational Rehabilitation Counselor
VRE - Vocational Resource Educator

APPENDICES

POSTSECONDARY VRE RESOURCES

In most instances, the postsecondary VRE functions as a counselor and facilitator for students with disabilities in the community college setting. They may be unaware of a disabling condition until a student exhibits difficulties in the classroom. They must often search out information, utilizing secondary school records and a variety of community agencies. Much of the information in this manual is applicable to all VREs, but forms and services differ when working with the adult population. This section attempts to provide some resources and ideas for postsecondary VREs to begin or expand services for their students. Resources were obtained from practitioners currently working at community colleges in Missouri.

Postsecondary VREs should be team members in the development of recruitment brochures to ensure that their programs and services are explained clearly. VREs at the secondary level have easy access to students for recruitment, but at the postsecondary level advertisement and public relations efforts must be expanded in order to recruit students with disabilities.

Due to the problems involved in identifying the student with disabilities, efforts can be made during recruitment or enrollment to help a VRE make an early identification of these students. Suggestions include a medical and special populations section on the application which might ask for the following information:

- A checklist of health problems
- Any physical problems which might interfere with classroom performance (i.e., speaking, hearing, writing, walking, seeing),
- Use of a wheelchair,
- Support services which would be beneficial (i.e., career counseling, tutoring, interpreter, notetaker, etc.),
- Allergies, and
- Medication intake.

The postsecondary VRE should be the coordinator in developing an appropriate career/vocational plan with each student. If the student is a client of Vocational Rehabilitation Services, an Individual Written Rehabilitation Plan (IWRP) is available to provide information on career/vocational goals and services. In the event that the IWRP is not available to the VRE, the VRE should contact the Vocational Rehabilitation Office. (A copy of an IWRP is in the Resources for Goal 5).

If a student is classified as disadvantaged, that student should have an IVP (Individualized Vocational Plan) which designates vocational goals and objectives, services necessary to meet special needs, justification for classification of disadvantaged and any assessment information which the student has completed. A vocational counselor is usually the most appropriate person to develop this plan with the student (as a VRE is funded to work with students with disabilities only). A sample JTPA Vocational Plan can be found in the Resources for this section. Monthly progress reports are required for both Vocational Rehabilitation clients, and JTPA clients, and forms utilized by both of these agencies can be found in the Resources for this section.

Minimal information to be included in a student's file at the postsecondary level might include:

- Assessment information,
- Interview form,
- Vocational plan (IWRP or JTPA and school-developed form),
- Schedule of classes,
- Medical records, if appropriate,
- Time sheets (if student is funded by JTPA),
- Monthly progress reports,
- Conference summaries, and
- Correspondence.

An effort should be made to determine if a student is a recipient of services from other agencies pertaining to their vocational training. The VRE and student cooperatively plan a program based on the data provided. The VRE should contact other agencies involved to determine if the career/vocational plan being proposed is acceptable with that agency's efforts on behalf of the student. As a result of the contact, an opportunity is provided the VRE to determine other services the agency may have available to assist the student in their pursuit of vocational training.

In addition to being knowledgeable about what services are being provided to students from other agencies, the VRE needs to become familiar with all community resources that may be of potential benefit to students. A Community Resource Directory could be developed and made available to students and faculty.

Another project a postsecondary VRE may want to consider is the development of a faculty handbook. This handbook could be modeled after others already available, but personalized for the particular college setting and types of students served. Some examples of faculty handbooks include:

- *The College Student with a Disability: A Faculty Handbook,* Smith, L.M., 1981.

SOURCE: Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

- *The Disabled Student in the Classroom: A Guide for Faculty, Administrators and Counselors*, 1983.

SOURCE: Office of Disabled Student Services
Indiana University - Purdue University
425 Agnes Street
CA 131
Indianapolis, IN 46202

Sample forms for IVPs, interviews, release of information, etc. have been collected from postsecondary educators in the field and are included in the Resources for this section. In addition, there are various forms concerning the use of a vocational evaluation lab at the Community College level. The rationale for vocational evaluation, abilities assessed and benefits of evaluation are discussed. Some evaluation labs are utilized as a class, and a course syllabus is also included. This information will provide an overview of the various uses of a vocational evaluation lab at the Community College level.

Resources

- Sample Vocational Plans
- Sample Progress Reports
- Release Forms
- Postsecondary Vocational Special Needs Personnel
- National Resources for Postsecondary Educators
- Uses of Vocational Evaluation
    1) Purpose of Vocational Education
    2) Class Syllabi
    3) Activities and Assignments

INDIVIDUAL VOCATIONAL EDUCATION PLAN

NAME ______________________ SS# ____________ DATE ____________

LONG-RANGE VOCATIONAL GOAL ______________________________

____

SEMESTER ________ YEAR ________

SEMESTER GOAL ______________________________

OBJECTIVES ______________________________

____

COURSES ENROLLED COMPLETED

____

____

____

____

SUPPORT SERVICES NEEDED ATTAINED

____

____

____

COMMENTS ______________________________

____

SEMESTER ________ YEAR ________

SEMESTER GOAL ______________________________

OBJECTIVES ______________________________

____

COURSES ENROLLED COMPLETED

____

____

____

____

SUPPORT SERVICES NEEDED ATTAINED

____

____

____

COMMENTS ______________________________

____

PREPARED BY ______________________

INDIVIDUAL VOCATIONAL EDUCATION PLAN

PREPARED FOR: ______________________________

Long-Range Vocational Goal ______________________________

____

19___
Annual Goal ______________________________

Objectives ______________________________

____

Vocational Courses Needed ______________________________

______________________________ Attained ________

Support Services Needed ______________________________

______________________________ Attained ________

19___
Annual Goal ______________________________

Objectives ______________________________

____

Vocational Courses Needed ______________________________

______________________________ Attained ________

Support Services Needed ______________________________

______________________________ Attained ________

19___
Annual Goal ______________________________

Objectives ______________________________

____

Vocational Courses Needed ______________________________

______________________________ Attained ________

Support Services Needed ______________________________

______________________________ Attained ________

PREPARED BY: ______________________________

COMMENTS: ______________________________

____

____

POSTSECONDARY EDUCATION FORMAT

SPECIAL VOCATIONAL PROGRAMS EDUCATIONAL PLAN

NAME ____

ADDRESS ____

____

PHONE ____________________ SS# ____________________

I. BACKGROUND INFORMATION

A. Interests

B. Experience

1. Work background

2. Previous training

C. Academic Strengths/Weaknesses

Highest grade completed _______ Date ____________________

Test Results:

ACT TABE

Other

D. Environmental Conditions

E. Physical Capabilities and Limitations

Page 2

II. NECESSARY STRATEGIES/RESOURCES

Counseling:
_____ Personal
_____ Career
_____ Supportive
_____ Monthly support group
_____ Progress reports
_____ Mentoring

Financial Aid:
_____ JTPA (MV _____ WC _____)
_____ Carl Perkins
_____ Pell Grant
_____ Vocational Rehabilitation
_____ Agriculture Assistance

Remedial Education:
_____ Adult Basic Education
_____ Tutor
_____ Study Skill

Community Assistance:
_____ Medical
_____ Legal
_____ Financial
_____ Other ______________________________

____

Assistance with Disability:
_____ Liaison with instructors
_____ Reader/Interpreter
_____ Equipment modifications*
_____ Special classroom adaptations*

*Explanation ____

____

____

____

____

III. TRAINING PLAN

Major ____

Funding ____

Date Started ____

Name ______________________________

Date ______________________________

INDIVIDUAL VOCATIONAL EDUCATION PLAN

Name: ______________________ Date: ____________________

Prepared with: ____
(counselors)

Long Term, Career/Vocational Goal: _____________________

____

	Services Needed/ Provided	Date	
		Targeted	Completed
Short Term Goal: ____________			
____________________________			
____________________________			
Objective(s): ______________			
____________________________			
____________________________			
____________________________			
Comment(s): ________________			
____________________________			
____________________________			
(signed) __________________			
Short Term Goal: ____________			
____________________________			
____________________________			
Objective(s): ______________			
____________________________			
____________________________			
____________________________			
Comment(s): ________________			
____________________________			
____________________________			

(signed) ____________________

JOB TRAINING PARTNERSHIP ACT

Western Missouri Private Industry Council, Inc. SDA 4

EMPLOYABILITY DEVELOPMENT PLAN OF: ______________________

SSN: ______________ DOB: ______________
(Social Security Number) (Date of Birth)

Review Date:	By:

GOAL PLANNING COMPONENTS

Occupational Goal at Intake (if Developed)

Immediate ______________ Alternate ______________

Education Goal at Intake (if Developed)

Immediate ______________ Alternate ______________

SKILLS & BACKGROUND

Education:
Level Completed: ______________________
Vocational Courses: ______________________
Personal Skills: ______________________
Things: ______________________
People: ______________________
Information: ______________________
Work History:
_____ No experience in Labor Market
_____ Prior subsidized Work Experience
_____ Prior unsubsidized Work History
Where: ______________________

____

____
Participant's Signature Date

Page 2

EMPLOYABILITY DEVELOPMENT PLAN

BARRIERS & FACTORS

_____ Distance from Worksite
_____ Reliable Transportation/ Driver's License
_____ Other ____

_____ Personal Barriers
_____ Physical Obstacles
_____ Child care

Plan to Overcome Barriers: _______________________________
____

COMPONENTS USED TO ACHIEVE GOALS:

_____ Tryout Employment
_____ Skill Training
_____ On-the-Job Training
_____ Work Experience/Classroom Training
Worksite assignment ______________________________________
_____ Other ____

_____ Counseling
_____ Vocational Interest Testing
_____ Supportive Services
_____ Job Search and Job Club

E.S. Registration _____ Yes _____ No
When Planned (if no) ______________________________________
When Accomplished ____

EMPLOYABILITY TRANSITION PLAN:

_____ Tryout Employment
_____ Labor Market Orientation
_____ TJTC Vouchering
_____ Job Search
_____ Other ____

_____ OJT Transition
_____ Job Search Transition
_____ Direct Referrals
_____ Job Holding Skills

Narrative: ____
____
____

PROGRESS & ACCOMPLISHMENTS

____
____

Exit Occupational Goal: __________________________________

Exit Educational Goal: ___________________________________

____
Staff Signature Date

Page 3

JOB DEVELOPMENT REGISTER

Interview Date	Contact Person/Firm	Hired Yes/No

Placement:

Date:

RECOMMENDATIONS FOR PROGRAM TRANSITION

Recommendation #1

Recommendation #2

The achievement of these goals may be dependent on the availability of funds and training opportunities.

JTPA 40

Monthly Progress and Attendance Report

Number: 90-940-540
7/84

(Bills for Vocational Rehabilitation will **NOT** be processed unless accompanied by Progress Report)

(These report forms are available from the DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION)

Check appropriate box ☐ Vocational Rehabilitation ☐ JTPA

SECTION I—IDENTIFICATION

1. ______ Name of District Office or Teacher/Counselor
2. ______ Name of Student
3. ______ Name of School
4. From: ______ To: ______ Reporting Period
5. ______ Name of Course

SECTION II—STATUS OF TRAINEE

1. ___ In Training: Graduation Date ______
   No. of Weeks to be Completed ______
2. ___ Interrupted: Date ______
3. ___ Terminated Prior to Completion: Date ______
4. ___ Completed Training: Date ______
5. ___ Employed: Date ______
   Employer ______
   Address ______
   ______
   Job Title ______
   Salary/Wage ______

SECTION III—ATTENDANCE

Report student's monthly attendance by marking the appropriate symbol over date:

P—Present A—Absent
T—Tardy V—Vacation/Holiday

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Total days in attendance: ______

SECTION IV—STUDENT PROGRESS AND PERFORMANCE

1. Is the student's attitude: *(check one)*
   a. ___ Cooperative
   b. ___ Indifferent
   c. ___ Not cooperative
   d. ___ Disruptive
2. Is the student: *(check one)*
   a. ___ Mastering training competencies: (if "a", check one below)
      1. ___ On schedule
      2. ___ Ahead of schedule
   b. ___ Not mastering training competencies: (if "b", check one or more below)
      1. ___ Poor attendance
      2. ___ Lack of effort and/or interest
      3. ___ Working below level for satisfactory program completion.
3. What difficulties, if any, is the student having with training: *(check one)*
   a. ___ None
   b. ___ Learning subject matter
   c. ___ Following instructions
   d. ___ Speed and accuracy
   e. ___ Personal problems
   f. ___ Other (please specify)
4. Does the student need assistance from the referring agency? *(check one)*
   a. ___ Yes
   b. ___ No

Comments/Recommendations: ______

______

______

______

______

______

I have read and understood this Monthly Progress Report. My signature does not mean that I agree with this Report.

______ Client/Participants Signature ______ Date

______ Report Officials Signature ______ Date

White Copy—Referring Office (counselor) **Yellow Copy—**Client/Participants **Pink Copy—**School Files

Special Needs Services

Release of Confidential Information

I, ______________________________, hereby authorize ______________________________

to disclose to ______________________________ the following information:

____

____

____

I understand that my records are protected by state and federal law, and cannot be disclosed without my written consent unless otherwise provided for by law. I also understand that I may revoke this consent at any time except to the extent that action has been taken in reliance hereon, and that, unless sooner revoked, this consent will expire on ____________

or upon ____
(event or condition)

whichever is later.

______________________ (date)

______________________________________ (student's signature)

______________________ (witness)

Office Use Only

SPECIAL VOCATIONAL PROGRAM
INTERVIEW FORM

Date ______________________________

Name ______________________________ Date of Birth ______________ Age _____
(month/day/year)

Address ____

Phone ________________________ Number in family (including yourself) _____

SS# ________________ Are you the head of the household you are living in (major source of income)? Yes ____ No ____

Male ____ Female ____ Single ____ Married ____

EDUCATION

Circle highest grade completed: 1 2 3 4 5 6 7 8 9 10 11 12 GED ___
Grad ___ Year ___

Are you receiving any form of public financial assistance? Yes ___ No ___
If yes, what source? ______________________________________

Do you have any disabilities or illness that may effect employment? ______

* *

Education and training beyond high school:

Name of School	Major Subject	Dates

Military Service: Yes ____ No ____; From ________ to ________; Type of Discharge ______________________________

Operator's License _____ Chaffeur License _____ Own Transportation _____

Job History: (Start with last job you held)

Name of Employer	Job Title	Dates	Wage	Reason for Leaving

POSTSECONDARY VOCATIONAL SPECIAL NEEDS PERSONNEL

VREs

Margaret Scobee
Mineral Area College
Flat River, MO 63601
(314)431-4593

Chris Hoskins
Penn Valley Community College
3201 S.W. Trafficway
Kansas City, MO 64111
(816)932-7666

Virginia Ames
Linn Technical College
Route 1
Linn, MO 65051
(314)897-3603

Gay Groves
State Fair Community College
3201 W. 16th St.
Sedalia, MO 65301-2199
(816)826-7100

Ellen Smither
Missouri Western
4525 Downs Dr.
St. Joseph, MO 64507
(816)271-4200

Monica Hebert
St. Louis Community College
at Forest Park
5600 Oakland Ave.
St. Louis, MO 63110
(314)644-9282

Linda Nissenbaum
St. Louis Community College
at Meramec
11333 Big Bend Blvd.
St. Louis, MO 63122
(314)984-7680

Mary Stumpf
St. Louis Community College
at Florissant Valley
3400 Pershall Rd.
St. Louis, MO 63135
(314)595-4214

Loren Slemp
East Central College
Box 529
Union, MO 63084
(314)583-5193

Vocational Evaluators

Chris Landrum
Mineral Area College
Flat River, MO 63601
(314)431-4593

Kansas City
Metropolitan Community College
Penn Valley-Pioneer Campus
2700 E. 18th St.
Kansas City, MO 64127
(816)483-3500

Jefferson College
P.O. Box 1000
Hillsboro, MO 63050
(314)789-3951

State Fair Community College
1900 Clavendon Rd.
Sedalia, MO 65301-6799
(816)826-7100

Vocational Evaluators (con't.)

Graff Career Center
815 N. Sherman
Springfield, MO 65802
(414)895-2007

St. Charles Community College
4601 Mid Rivers Mall Drive
St. Peters, MO 63376
(314)922-8000

St. Louis Community College
at Forest Park
5600 Oakland Ave.
St. Louis, MO 63110
(314)644-9249

St. Louis Community College
Center for Business and Industry
300 S. Broadway
St. Louis, MO 63102
(314)539-5339

Counselors (Guidance)

Janet Weaver
Maple Woods Community College
2601 N.E. Barry Rd.
Kansas City, MO 64156
(816)436-6500

Wanda Brown
Bob Janes
Elna Morrow
Murvell McMurry
Theda Sorenson
Penn Valley Community College
3201 S.W. Trafficway
Kansas City, MO 64111
(816)932-7666

Connie Hruska
Alana Timora
Mary Ellen Jennison
Ric Efros
Longview Community College
500 Longview Rd.
Lee's Summit, MO 64081
(816)763-7777

Loren Slemp
East Central College
Box 529
Union, MO 63084
(314)583-5193

Bryan Herrick
Shirley Stone
St. Louis Community College
11333 Big Bend Blvd.
St. Louis, MO 63122
(314)984-7677

Libby Fitzgerald
Lisa Burks
Lucille Mitchell
St. Louis Community College
at Forest Park
5600 Oakland Ave.
St. Louis, MO 63110
(314)644-9282

Candi Seabury
St. Louis Community College
at Meramec
11333 Big Bend Blvd.
St. Louis, MO 63122
(314)984-7680

Gena Burroughs
Jane Hassinger
St. Louis Community College
at Florissant Valley
3400 Pershall Rd.
St. Louis, MO 63135
(314)595-4214

Basic Skills Instructors

Donna Doughty
Mineral Area College
Flat River, MO 63601
(314)431-4593

Beverly Whitaker
Sara Woodward
Cheryl Drown
Maple Woods Community College
2601 N.E. Barry Rd.
Kansas City, MO 64156
(816) 756-0220

Mary Simpson
Vickie Raine
Denise Belcha
Carmeletta Williams
Suzanna Swager
Lee Cochran
Penn Valley Community College
3201 S.W. Trafficway
Kansas City, MO 64111
(816) 932-7666

Jim Friscella
Linn Technical College
Route 1
Linn, MO 65051
(314) 897-3603

Jane Roads
C. Imgarten
Moberly Area Community College
College and Rollins Streets
Moberly, MO 65270
(816) 263-4110

A. Lichtenegger
Ruth Ann Brickell
Three Rivers Community College
Three Rivers Blvd.
Poplar Bluff, MO 63901
(314) 686-4101

Linda Jacobsen
St. Louis Community College at
Forest Park
5600 Oakland Ave.
St. Louis, MO 63110
(314)644-9282

Tanya Pitzer
North Central Missouri College
1301 Main St.
Trenton, MO 64683
(816) 359-3948

NATIONAL RESOURCES FOR POSTSECONDARY EDUCATORS

American Speech and Hearing Assn.
9030 Old Georgetown Road
Washington, DC 20014

American Assn. for the Advancement of Science
Office of Opportunities in Science
1515 Massachusetts Avenue, NW
Washington, DC 20005

American Assn. of Collegiate Registrars and Admissions Officers
One Dupont Circle, Suite 330
Washington, DC 20036

American Assn. of University Professors
One Dupont Circle, Suite 500
Washington, DC 20036

American Coalition of Citizens with Disabilities
Suite 201, 1200 - 15th Street, NW
Washington, DC 20005

American Foundation for the Blind, Inc.
15 West 16th Street
New York, NY 10011

American Printing House for the Blind
1839 Frankfort Avenue
P.O. Box 6085
Louisville, KY 40206

Assn. on Higher Education and Disability
Wayne State University
Wayne, MI 48184

Assn. of Learning Disabled Adults
P.O. Box 9722
Friendship Station
Washington, DC 20016

Higher Education for the Handicapped (HEATH)
Project of American Council on Education
One Dupont Circle, Suite 780
Washington, DC 20037

Learning Disabilities Association
5225 Grace Street
Pittsburgh, PA 15236

Missouri Assn. of Community Colleges
325 Jefferson St.
Jefferson City, MO 65102

National Assn. of Blind Students
1211 Connecticut Avenue, NW
Suite 506
Washington, DC 20036

National Assn. of College and University Business Officers
One Dupont Circle, Suite 510
Washington, DC 20036

National Assn. of the Deaf
814 Thayer Avenue
Silver Spring, MD 20910

Registry of Interpreters for the Deaf, Inc.
814 Thayer Avenue
Silver Spring, MD 20910

VOCATIONAL EVALUATION

________________________________ College has one of the most comprehensive Vocational Evaluation Systems available within the State of Missouri. This system is capable of assessing interests, aptitudes, abilities, and present level of achievement of an individual. This information can subsequently be used to develop an educational/vocational profile based on the individual's data. This assures:

- that the person's educational/vocational program is keyed at his/her present level of achievement;
- that the program is keyed to the person's aptitudes and abilities; and
- that the person knows that his/her educational/vocational program is keyed to interests which are achievable.

On many occasions, individuals enter, or are placed, in educational programs at a level which is inconsistent with present level of achievement and interests. This affects achievement because an individual:

- may lose interest because what is being taught is too easy due to the fact that the person's achievement level is already above what is being taught;
- may lose interest because what is being taught is too difficult due to the fact that the person's achievement level is below that of the course content and the individual just does not understand what is expected of him/her;
- may lose interest because what is being taught cannot be related to the vocational interests of the person.

The following information depicts major components of the program which has been developed to assess an individual's aptitudes, interests, abilities and level of achievement so that a practical educational/vocational profile can be structured for him/her. Once a profile is developed from this assessment information, the individual is assured that his/her vocational goals are attainable because his/her educational program is structured toward making that goal a reality.

Assessing Abilities - an Individual Process

Mechanical Reasoning measures how well a person can understand mechanical principles and devices and the laws of physics.

Spatial Relations measures how well a person can visualize or think in three dimensions and can mentally picture the position of objects from a diagram or picture.

Verbal Reasoning measures how well a person can reason with words and the facility for understanding and using concepts expressed in words.

Numerical Ability measures how well a person can reason with and use numbers and work with quantitative materials and ideas.

Language Usage measures how well a person can recognize and use correct grammar, punctuation and capitalization.

Word Knowledge measures how well a person can understand the meaning and precise use of words.

Perceptual Speed and Accuracy measures how well a person can perceive small details rapidly and accurately within a mass of letters, numbers and symbols.

Manual Speed and Dexterity measures how well a person can make rapid and accurate movements with their hands.

Assessing Work Values a Person Possesses - an Individual Process

INVESTIGATIVE versus ACCEPTING: Intellectual curiosity and the challenge of solving a complex task are major values of persons scoring high on this scale. The need for information, the need to know, the need to question "Why," is very important to such people. Persons scoring toward the Accepting end of this scale value clear-cut activities in which they see the concrete results of their work and do not need to solve many complex problems.

PRACTICAL versus CAREFREE: Showing proper appreciation for one's personal belongings and appreciation of practical and efficient ways of doing things are major values of persons scoring high on this scale. Such persons value activities in which they take good care of their property, continually improve their abilities and work with things to make them more practical and efficient. Persons scoring toward the Carefree end of this scale value activities where others take care of equipment and keep things in good working order.

INDEPENDENCE versus CONFORMITY: Independence from rules, regulations and social conventions, and the freedom to work on their own are major values of persons scoring high on this scale. Such persons value activities in which they are relatively free of rules and regulations, work on their own without directions, and are not restricted by social obligations. Persons scoring toward the Conformity end of this scale value working under careful supervision where clear directions and regulations can be followed.

LEADERSHIP versus SUPPORTIVE: Making decisions, directing others, and speaking for the group are major values of persons scoring high on this scale. Such persons have a need to be seen as important and usually take positions of leadership. Persons scoring toward the Supportive end of this scale value activities in which they can be a good follower and do not need to direct others or tell others what to do.

ORDERLINESS versus NON-COMPULSIVE: Orderliness and keeping things neat and in their proper place are major values of persons scoring high on this scale. Such persons value activities in which they keep their things neat and tidy, and do what they are expected to do. Persons scoring toward the Non-Compulsive end of this scale value activities in which they can take things as they come and do not need to keep things orderly and neat.

RECOGNITION versus PRIVACY: To become well known and famous and to know important people are major values of persons scoring high on this scale. Such persons seek the admiration of others as well as the rewards of honorary degrees and of having their name in print. Persons scoring toward the Privacy end of this scale value keeping their activities private and are not concerned with receiving honors or being considered a famous person.

AESTHETIC versus REALISTIC: Artistic appreciation and the enjoyment of music and the arts are major values of persons scoring high on this scale. Such persons value activities in which they can appreciate beauty and artistic skills, have artistic and emotional sensitivity, and enjoy music and art. Persons scoring toward the Realistic end of this scale value activities in which they are not involved with appreciation of artistic qualities.

SOCIAL versus SELF-CONCERN: Helping others and appreciating the work of charitable service groups are major values of persons scoring high on this scale. Working with people in a friendly situation is important to such persons. Persons scoring toward the Self-Concern end of this scale value activities in which they spend time on their own projects and tend to their own affairs rather than helping others.

Sample of Tests Available Through the Vocational Evaluation Center - an Individual Process

Achievement Tests

- Adult Basic Learning Examination
- Nelson-Denny Reading Test
- Peabody Individual Achievement Test
- Wide Range Achievement Test

Clerical Tests

- Minnesota Clerical
- SRA Typing Skills

Aptitude Tests

- Differential Aptitude Test
- General Aptitude Test Battery

Interest Inventories

- Minnesota Importance Questionnaire
- Career Assessment Inventory
- Strong Vocational Interest Bank
- California Occupational Preference Survey
- Geist Picture Interest Inventory
- Kuder Occupational Interest Survey
- Career Ability Placement Survey

A Sample of Singer Work Stations Available to Assist in Screening Aptitudes - an Individual Process

Electronic Assembly: This station assesses interest and ability for performing routine electronic tasks using tools to fabricate, solder and test a wire harness assembly which is attached to a printed circuit board.

Data Calculation and Recording: Work at this station assesses interest and ability for performing the routing tasks of computing payroll and quarterly payroll reports using an electronic calculator.

Office Services: Work at this station assesses interest and ability for performing routine clerical and office service work. Tasks which are done include filing, taking phone messages, proof-reading, mail sorting, and figuring postage.

Drafting: This station assesses interest and abilities for performing routine tasks related to drafting occupations. The student compiles two mechanical drawings.

Electric Wiring: This station assesses interest and abilities for performing routine tasks related to electrical wiring assembly. Three splices are made, then splices are soldered and wrapped with electrical tape.

Carpentry and Woodworking: At this station, the individual performs tasks entailed in making a finished product out of wood.

Computer Science: This station gives each individual an opportunity to load a computer program. The program then "instructs" the participant to type in a counting program, edit the program and then type in a salary program.

Medical Services: This station assesses interest and ability for performing routine tasks in medical service occupations. The participant will take and record own temperature, pulse and respiration, record liquid intake and output on a medical records chart and make three tests for diabetic urine using a simulated urine specimen.

Plumbing and Pipefitting: This station assesses interest and ability for performing routine plumbing tasks using tools to cut and thread pipe, glue plastic pipe units together, and dissemble, repair and assemble plumbing fixtures.

Air Conditioning and Refrigeration: This station assesses interest and ability for performing routine maintenance tasks using tools to fabricate, check and repair a copper tubing section and to repair simple electrical circuits.

Building Maintenance: This is a competency-building program designed for prevocational training for those interested in building maintenance careers. The participant studies various maintenance tasks. An extensive worksample is performed with audio-visual instruction being given for each step.

Several other modules could be listed. However, those enumerated above give an indication of the magnitude of this service.

The attainment of an educational/vocational profile is reinforced through the inclusion of other important supportive processes. These processes include, but are not limited to the following:

- Communication

  1) Recognize communication as a two-way process.
  2) Develop effective listening skills.
  3) Develop skills to effectively communicate orally and in writing.

- Interpersonal relationships

  1) With peer employees.
  2) With supervisory personnel.
  3) Recognizing that attitudes can affect work performance and employability.
  4) Understanding responsibilities and accountability required of employees.

COURSE SYLLABUS

Vocational Evaluation

This course is designed to assist individuals in choosing a career. The student will gather and organize information about him/herself as a working person through interest inventories, aptitude and achievement testing and actual "hands on" work sampling. Information about specific job categories, their requirements, duties, benefits, and worker characteristics will be presented to develop each student's view of the vocational choices available to him.

A. Objectives:

1. To increase the student's self-awareness related to vocational aptitudes, interests and abilities.
2. To increase the student's knowledge concerning the duties, responsibilities, and work skills required for various jobs and vocations.
3. For specific desired job categories, to obtain pertinent information regarding availability of jobs, salary ranges and educational and training requirements.
4. To develop with each student a short range plan of actions which will contribute to that student's successful achievement of vocational goals.

B. Learning Experiences:

Each student's evaluation plan will be tailored to his/her needs and interests. The activities listed below are those from which the plan will be developed.

1. Interview - student and evaluator review the student's previous work experience, employment goals and present understanding of work related strengths and limitations.
2. Orientation - evaluator explains the program's purposes and the specific plan for the student.
3. Interest inventories
4. Achievement and aptitude tests
5. Work Samples - students select samples according to their interest and abilities.
6. Counseling - discuss test results, interest inventories, behavioral observations and student assessment of his/her experience in the center.
7. Use Missouri View and other job explorational materials to explore specific job areas of interest.
8. Assignments - research job information and answer specific questions concerning training requirements, salary range and availability of jobs.
9. Job Shadow - watch someone work who has the type of employment in consideration. Write a personal report reflecting on impressions from the job shadow.

C. Scheduling:

Each evaluation plan will vary depending upon the needs and interests of the student. The following provides the approximate number of hours that might be spent developing the various aspects of the evaluation.

1. Interview, orientation and review of evaluation - 3 hours
2. Interest inventories - 2 hours
3. Work Stations - 8 hours
4. Aptitude testing - 4 hours
5. Achievement testing - 2 hours
6. Use of Missouri View and Dictionary of Occupational Titles - 3 hours
7. Job Shadowing - 2 hours

D. Evaluation:

Evaluation of the student's performance in this course will be based on observable behaviors important to securing and retaining employment. Among those considered will be punctuality, attendance, and reactions toward tasks assigned, performance of tasks and response to supervision. Point values have been assigned to the various tasks to be performed. Completion of tasks with a total point value of 16 will be considered average of a grade value of "C". The following is a complete description of letter grades based on the points achieved.

24 + = A
20 - 24 = B
16 - 20 = C
Below 16 = Incomplete, withdraw, drop

E. Equipment:

Computer Based Services
Microcomputer Evaluation and Screening Assessment
ValSearch Job Bank

Singer Work Samples

1. Sample Making
2. Drafting
3. Computer Science
4. Plumbing and Pipefitting
5. Carpentry and Woodworking
6. Small Engine Assembly
7. Medical Service
8. Household and Industrial Wiring
9. Cosmetology
10. Data Calculation and Recording
11. Basic Lab Analysis
12. Refrigeration, Heating, and Air Conditioning
13. Sheet Metal
14. Electronics Assembly
15. Office Services

Choice Work Samples

1. Computer Literacy
2. Computer Programmer
3. Bank Teller
4. Accountant
5. Data Preparation/Entry Clerk
6. Word Processing
7. Office Job Readiness Test

Valpar Component Work Samples

1. Small Tools
2. Size Discrimination
3. Numerical Sorting
4. Upper Extremity Range of Motion
5. Clerical Comprehension and Aptitude
6. Independent Problem Solving
7. Multi-level Sorting
8. Simulated Assembly
9. Whole Body Range of Motion
10. Tri-Level Measurement
11. Eye-Hand-Foot Coordination
12. Soldering and Inspection
13. Clerical Comprehension

Achievement Tests

1. Adult Basic Learning Examination
2. Nelson-Denny Reading Test
3. Peabody Individual Achievement Test
4. Wide Range Achievement Test

Clerical Tests

1. Minnesota Clerical
2. SRA Typing Skills

Aptitude Tests

1. Career Abilities Placement Survey
2. General Aptitude Test Battery

Interest Inventories

1. Minnesota Importance Questionnaire
2. Career Assessment Inventory
3. Strong Campbell Vocational
4. California Occupational Preference
5. Kuder Occupational Interest Survey

Mechanical Ability

1. Bennett Mechanical Comprehension Test

Dexterity Tests

1. Bennett Hand-Tool Dexterity Test
2. Purdue Pegboard
3. Minnesota Rate of Manipulation Test

COURSE SYLLABUS

Career Awareness Laboratory

Instructor:
Office:

The purpose of the career-awareness program is to stimulate self-initiated exploration, to encourage the student to broaden his/her occupational horizons and to develop the student's multiple bases for career decision-making.

A. Objectives:

1. That students can discover what basic needs move people to act and how these needs are fulfilled in jobs or careers.
2. That students can learn how lifestyles are important in job selection.
3. That students can become more conscious of their own values and how these influence their choices.
4. That students will learn how their temperaments, interests and behaviors affect job satisfaction.
5. That students will assess their own special abilities and how they are important to certain jobs.
6. That students explore how interpersonal abilities affect job choice and satisfaction.
7. That students consider advantages and disadvantages of various jobs.

B. Course Content: Focuses on psychological factors significant to the career decision-making process. Those factors include the following:

1. Needs
2. Values
3. Lifestyles
4. Temperaments
5. Interests
6. Behaviors

C. Learning Experiences:

1. Filmstrip/cassettes
2. Group discussion
3. Electronic matrix tables - stimulating discussion
4. Board game participation
5. Workbook responses
6. Work with puzzles and dexterity equipment

D. Materials:

1. Six sound/filmstrips from the Singer Career Awareness "Arena of Emotions"
2. Occupational Information Program (sound/filmstrip format)
3. Response matrices, overlays, shields and matrix tables
4. Audiovisual cabinet and stand
5. Projector
6. Gaming materials
7. Workbooks

E. Evaluation:

1. The students will be evaluated on their participation in class and their contribution to the group.
2. Each student will be keeping a workbook of his responses in class.
3. Each student will be preparing an occupational plan based upon his/her own experiences and learning in the class. This plan will be reviewed and discussed with the instructor.
4. Each student will write a paper which incorporates the information gained about their own needs, values, lifestyles, temperaments, interests, and behaviors and how these relate to one occupation which they are considering.
5. The participants will be given a grade based upon their thorough completion of the above activities.

ACTIVITIES AND ASSIGNMENTS

Initial Interview
Vocational Evaluation

Name ______________________

Date ______________________

Where are you living and/or plan to live while employed or going to school? Relocate? Radius you can travel for either work or school?

What responsibilities do you have for others which affect your employment or schooling plans?

Briefly, what previous work experience do you have? (describe duties and indicate length of employment)

What previous education and/or training have you completed?

What would be your employment possibility with your present skills?

Employment or educational plan for the future?

First choice:

Second choice:

What assets do you presently have toward employment? (time to go to school, job lead, benefits from outside source)

Disabilities which might warrant Vocational Rehabilitation?

Other?

Vocational Services for Special Populations

1.	Has each student enrolled in a Vocational Education program who is a member of special populations received an assessment of his/her interests, abilities and special needs with respect to the potential for successfully completing the Vocational Education program?	Assessment process which measures occupational interests, aptitudes, abilities, special services needed and provides attainable vocational goals and objectives.
2.	Are the vocational assessment results used to formulate a realistic vocational education plan for each student who is a member of a special population?	Copy of plan (IEP or IVEP)
3.	Are special services designed to meet the needs identified through the student assessment process being provided?	Yes____ No____ Partial____
4.	Do these services include strategies such as resource personnel, counseling services, supplemental staff, resource materials, basic skills instruction, equipment, equipment modification, curriculum modification, instructional aides and devices, etc.	List of services and strategies
5.	Is a representative for Vocational Education included in the Individualized Education Program (IEP) process where appropriate to ensure that vocational education is a component of the Individualized Education Plan (IEP) and is monitored and coordinated among appropriate representatives of vocational education, special education and state vocational rehabilitation agencies?	Copy of IEP with appropriate signatures Written description of monitoring process
6.	With respect to individuals with disabilities, is assistance provided in fulfilling the transition service requirements of P.L. 101-476, Individuals With Disabilities Education Act?	Transition Plan
7.	Are counseling and instructional services and activities designed to facilitate the transition from school to post-school employment and career opportunities provided?	Transition Plan

8.	**Does the transition plan include pre-employment skills training, placement services for entry into the labor market and guidance services to facilitate the transition to further training?**	Transition Plan (DESE, Vocational Special Needs and Guidance, 1991)

Counselor/Placement Specialist Checklist for Transition Services

1. Career Planning Options

The student

- can state her strengths and weaknesses as related to various careers (self-advocacy) ... Yes No
- has made a realistic decision about vocational training ... Yes No
- was assessed for her ability to succeed in the vocational class ... Yes No

2. Employment Options

The student

- has a job goal ... Yes No
- has had work experience ... Yes No
- needs some work experience ... Yes No
- can list at least 5 employment opportunities ... Yes No
- can complete a job application accurately ... Yes No
- can perform well in a job interview ... Yes No
- can state career ladders in her industry ... Yes No
- can explain benefits (insurance, etc.) offered on a job ... Yes No
- can explain his limitations and strengths to an employer (self-advocacy) ... Yes No
- will receive help with job placement ... Yes No
- will receive follow-along services for ___months
- needs a selective job placement site ... Yes No
- would benefit from an apprenticeship placement ... Yes No

3. Postsecondary Options

The student

- is familiar with postsecondary training options in his/her field ... Yes No
- is familiar with tech-prep opportunities ... Yes No
- can ask pertinent questions related to needed support services (self-advocacy) ... Yes No
- can state three kinds of financial aid ... Yes No
- will apply for postsecondary training by the application date ... Yes No
- was referred to an appropriate adult agency, if necessary ... Yes No

4. Transportation

The student

- can negotiate the community in some way (walk, bus, drive) ... Yes No
- can get to a job and home again ... Yes No

5. Socialization/Friends

The student

- interacts well with others ... Yes No
- can handle new situations involving people ... Yes No
- can relate appropriately to authority figures ... Yes No

Other Services That May be Necessary:

Participate in the IEP meeting

Encourage self-advocacy behavior in students

Explain vocational opportunities to parents and student

Translate VIMS competencies into various job opportunities

Make referrals to community/adult agencies

Become familiar with the requirements of the Americans with Disabilities Act (ADA)

Explain the ADA to Vocational Advisory Committees

Work with employers to provide necessary accommodations

Develop apprenticeship type placements

Encourage students to participate in tech-prep opportunities

Gather input from parents and students related to the improvement of vocational education programs

SERVICES FOR DISADVANTAGED

Although VREs are not responsible for disadvantaged students, often they are asked questions about these students. This section of the manual is designed to give VREs basic information regarding the Carl D. Perkins Vocational and Applied Technology Act and its relation to the disadvantaged student. More complete information can be located in the 1992 *Missouri Vocational Planner's Guide*.

- Disadvantaged - individuals (other than individuals with disabilities) who have economic or academic disadvantages and who require special services and assistance in order to enable such individuals to succeed in vocational education programs. Such term includes individuals who are members of economically disadvantaged families, migrants, individuals of limited English proficiency and individuals who are dropouts of limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school.

- Economically disadvantaged family or individual - such families or individuals who are determined by the Secretary to be low-income according to the latest available data from the Department of Commerce.

- Limited English Proficiency (LEP) means individuals: who were not born in the United States or whose native language is a language other than English; who come from environments where a language other than English is dominant; who are American Indians and Alaskan native students and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and who by reasons thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society (p. 34).

Most important to note, and the most frequently asked question, is whether disadvantaged students have to have an Individualized Vocational Education Plan (IVEP) or Individualized Vocational Plan (IVP). The Missouri State Department of Adult and Vocational Education, Section of Vocational Special Needs and Guidance Services, expects that students will have an IVP if they are counted as disadvantaged. The following information is required on an IVP:

- Demographic data,
- Summary of assessment information (interests, aptitudes, and special needs),
- Program enrolled,
- Any required changes (special needs),
- Realistic vocational goal,
- Justification (documentation) for disadvantaged services, and
- Vocational classes and related classes (the four year plan could be utilized).

A sample IVP is provided, but districts may also develop their own format. Disadvantaged students who are Early Entry students must also have a justification for early entry on their IVP. In many districts, a vocational counselors, a special needs counselor or a sending school counselor are given the responsibility for writing the IVP. Often the student, parent, vocational instructor and other teachers are asked to participate in the development of this vocational plan.

Support services that can be made available to disadvantaged students through the Carl Perkins Vocational and Applied Technology Education Act can be found in the *Missouri Vocational Planners Guide*. These support services are listed briefly here:

- Guidance, counseling, career development and placement services (to include vocational assessment, career exploration, dropout prevention, outreach, placement and follow-up),
- Basic skills instruction,
- Supplemental professional staff,
- Vocational teacher aides,
- Professional staff, interpreters and bilingual tutors for Limited English Proficiency students.

SEX EQUITY/NONTRADITIONAL STUDENTS

Attitudes, biases and prejudices dominate most persons in thinking of nontraditional careers. Peer pressure and parental attitudes have been shown to have a great deal of influence on the career choices of adolescents. Counselors are aware of these influences and work very hard to encourage all students to broaden their career options. However, knowing the barriers and obstacles, VREs and all other school personnel can begin to work toward dispelling prejudices and biases.

In recruiting students for nontraditional programs, a VRE should:

- Acknowledge his/her own biases,
- Determine biases on the part of vocational instructors,
- Become aware of the biases of employers and develop systematic procedures designed to lower or eliminate these prejudices. Some activities which may be helpful in achieving this goal are:
    1) Find out about nontraditional employers in the community who are willing to be guest speakers in classrooms (This could apply to K-12 classrooms, as well as vocational classrooms.),
    2) Become familiar with statistics on women's employment/salaries/ opportunities and be willing to discuss these with instructors, counselors, parents and students,
- Disseminate information discovered by using the resources in this section. Provide this information to K-12 teachers, parents and students in an appropriate manner,
- Evaluate resource materials, consciously considering materials that eliminate sex or race bias, and teach others how to do so. A checklist for evaluating materials can be found at the end of this section, and
- Provide supplementary materials/resources to help correct textbook omissions.

Sex equity and nontraditional enrollments in vocational education is an area in which progress needs to be made. Traditional students need information presented to them to help change their attitudes and biases. The following considerations would be important to vocational instructors if a nontraditional student is enrolled in the class:

- Attitudes of peers toward the nontraditional student,
- Classroom environment; ensuring equal treatment of all students,

- Tasks requiring a team approach: take care in assigning the nontraditional student to an accepting group,
- Discussion with the nontraditional student about his/her perceptions of the classroom environment, and
- Provision of role models as guest lecturers.

A VRE could assist in the following types of activities, especially if the nontraditional student also has disabilities:

- Provision of inservice training to vocational instructors on sex equity and increased access for nontraditional students,
- Development of a group for nontraditional students to provide support, and
- Development of materials to expand preemployment training to include the special concerns of nontraditional students.

VREs should view responsibilities in the realm of nontraditional enrollments as a long-range goal. Working with students, parents, school personnel, and the community over a period of time should result in more equal access of students to nontraditional roles.

More specific recruitment activities might include:

- Develop and distribute brochures and posters,
- Submit articles on nontraditional careers/persons to school newspapers,
- Speak to junior high and high school classes regarding the benefits of nontraditional careers,
- Speak to Parent Teacher Associations, Civic Clubs,
- Develop public service announcements (PSAs), and
- Discover and utilize role models from the community as guest speakers, supervisors of job shadowing, etc.

Title IX of the Education Amendments of 1972 prohibits sex discrimination against students and employees of educational agencies and institutions which receive Federal dollars. The Office for Civil Rights is the agency designated to handle grievances in this area. Due to this legislation, vocational education professionals have been increasingly aware of equal access issues in their programs. In recent years, vocational educators and support personnel have been encouraging nontraditional enrollments in all fields. There are many resources in the areas of career exploration, recruitment, retention and placement for the educator working with the nontraditional student.

The following resource centers have materials and catalogs concerning sex equity and nontraditional programs. Usually there are catalogs available and the centers have loan programs for their materials.

Missouri Vocational Resource Center
Project SERVE
Project ENTER
Instructional Materials Laboratory
8 London Hall
University of Missouri-Columbia
Columbia, MO 65211

The Feminist Press
331 East 94th Street
New York, NY 10128-5603

WEEA Publishing Center
Education Development Center
55 Chapel Street
Newton, MA 02160

Midwest Race Desegregation Assistance Center
College of Education
Kansas State University
Manhattan, KS 66506

Education Development Center
55 Chapel Street
Newton, MA 02160

CCSSO Resource Center on Educational Equity
400 N. Capitol Street, NW
Suite 379
Washington, DC 20001

Another resource which gives addresses of all national centers can be obtained on loan from the Instructional Materials Laboratory, Project SERVE. This book is entitled: *The Directory of Special Opportunities for Women*, by Martha Merrill Doss, 1981.

Some specific resources in the area of recruiting nontraditional students are listed below.

Fair Recruitment: The Model and Strategies. Beverly A. Stitt & Marcia A. Anderson. (1980)

SOURCE: Illinois State Board of Education
Springfield, IL 62706

Expanding Options: A Model to Attract Secondary Students into Nontraditional Vocational Options. James D. Good & Mary Ann Devore.

SOURCE: Instructional Materials Laboratory
8 London Hall
University of Missouri-Columbia
Columbia, MO 65211

They're Trying Something Different...and Liking It. (1981). Illinois State Board of Education; Department of Adult, Vocational, and Technical Education.

SOURCE:

Education Development Center
55 Chapel Street
Cambridge, MA 02160

A CHECKLIST FOR EVALUATING MATERIALS

Language

- Is the generic **he** used to include both males and females when sex is unspecified (e.g., the carpenter...he...)?
- Is the generic **she** used where the antecedent is stereotypically female (e.g., the housekeeper...she...)?
- Is a universal male term used when the word is meant to include both sexes (e.g., mankind, forefathers)?
- When referring to both sexes, does the male term consistently precede the female (e.g., he and she, the boys and girls)?
- Are occupational titles used with -man as the suffix (e.g., chairman, businessman)?
- When a woman or man holds a nontraditional job, is there unnecessary focus on the person's sex (e.g., the woman doctor, the male nurse)?
- Are non-parallel terms used in referring to males and females (e.g., Dr. Jones and his secretary, Ellen; Senator Kennedy and Mrs. Ghandi)?
- Are the words "women" and "female" replaced by pejorative or demeaning synonyms (e.g., girls, fair sex, chicks, ladies)?
- Are women described in terms of their appearance or marital and family status while men are described in terms of accomplishments or titles (e.g., Senator Kennedy, and Golda Meir, mother of two)?
- Are women presented as either dependent on, or subordinate to, men (e.g., John took his wife on a trip and let her play bingo)?
- Does a material use sex-fair language initially and then slip into the use of the generic **he** (e.g., A worker may have union dues deducted from his pay)?
- Is the issue of sexual equality diminished by lumping the problems, (51% of the population), with those of minorities (e.g., equal attention will be given to the rights of the disabled, blacks and women)?

A/V Materials

- Are male voices used consistently to narrate audio material?

- Are female voices used only when dealing with traditional female occupations, such as child care?

- Do illustrations of males outnumber those of females?

- Do the illustrations represent mainly young, attractive and preferred-body types both in composite pictures as well as in the body of the material?

- Is the text inconsistent with the illustrations (e.g., sex-fair text illustrated with sexist graphics)?

- Are the illustrations stereotyped (e.g., male mechanics and female teacher aides)?

- Are women shown caring for the home and children while men earn the income?

- When children are illustrated in role rehearsal, are their behaviors and aspirations stereotyped?

- Are women and men commonly drawn in stereotyped body postures and sizes with females shown as consistently smaller, overshadowed, or shown as background figures?

- Does the artist use pastel colors and fuzzy line definition when illustrating females and strong colors and bold lines for males?

- Are women frequently illustrated as the cliche dumb broad or child-woman?

- Are graphs and charts biased, using stereotyped stick figures?

- Are genderless drawings used in order to avoid making a statement or to appear to be sex-fair?

- Are bosses, executives and leaders pictured as males?

- Is only an occasional token woman pictured as a leader in a nonstereotyped role?

- Has the illustrator missed opportunities to present sex-fair images?

Physical Appearance

- Are females described in terms of their physical appearance, and men in terms of accomplishment or character?

- Is grooming advice focused only on females and presented as a factor in being hired (e.g., advice to secretaries--proper girdles to firm buttocks)?

- Is a smiling face considered advisable only for a woman in many occupations?

- Are only men presented as rarely concerned with clothing and hairstyle?

- Are men shown as taller and more vigorous, women as smaller and more fragile?

- Are women presented as more adroit with a typewriter than a saw?

- Are men presented as dexterous and at ease with tools and machines and baffled when confronted with a filing cabinet?

Omissions

- Does the text deal with the increasing movement of both men and women into nontraditional occupations?

- In historical and biographical references, are women adequately acknowledged for their achievements?

- Are quotes and anecdotes from women in history and from important living women used as frequently as those from men?

- Is there acknowledgement of the limitations placed on women in the past (e.g., Women couldn't attach their names to literature, music, inventions, etc)?

- Are women identified by their husband's names (e.g., Mme. Pierre Curie, Mrs. F.D. Roosevelt)?

- When a historical sexist situation is cited, is it qualified when appropriate as past history no longer accepted?

Occupational/Social Roles

- Are all occupations presented as appropriate to qualified persons of either sex?

- Are certain jobs automatically associated with women and others associated with men (e.g., practical nurse, secretary--female; construction worker, plumber--male)?

- Are housekeeping and family responsibilities still a prime consideration for females in choosing and maintaining a career (e.g., flexible hours, proximity to home)?

- Is the wife presented as needing permission from her husband in order to work (e.g, higher income tax bracket)?

- Is it assumed that the boss, executive, professional, etc., will be male and the assistant, helpmate, "gal friday" will be female?

- In addition to professional responsibilities, is it assumed that women will also have housekeeping tasks at their place of business (e.g., in an assembly plant with workers of both sexes, the females make the coffee)?

- Is tokenism apparent in an occasional reference to women or men in nontraditional jobs, while the greatest proportion of the material remains job stereotyped (e.g., one female plumber, one black women electrician)?

- Are men and women portrayed as having sex-linked personality traits that influence their working abilities (e.g., the brusque foreman, the female bookkeeper's loving attention to detail)?

SOURCE: *Guidelines for Sex-Fair Vocational Education Materials,* (no date). Columbia, MO: Instructional Materials Laboratory.

MISSOURI DEFINITIONS OF DISABILITIES

In order to help local districts establish parameters for defining "disabled," state and federal legislation has established working definitions to serve as guidelines. Although federal and state definitions may not be identical, the basis of the definitions is identical.

Missouri law defines the disabled as those who are:

> under the age of twenty-one years who have not completed an approved high school program and who, because of mental, physical, emotional or learning problems, require special education services in order to develop to their maximum capacity (Missouri Department of Elementary and Secondary Education, 1983, p. 19).

The disabling conditions are defined as follows:

- Mental Retardation

Mental retardation refers to significantly subaverage general intellectual functioning which exists concurrently with deficits in adaptive behavior and is manifested during the developmental period, which adversely affects a child's educational performance.

For educational purposes, mental retardation is classified by degree of impairment:

> The **"Mild-Moderate"** mentally retarded are those students who are capable of academic, social, and vocational training, but require specialized instruction to realize maximum skill development and meaningful integration into adult society.
>
> The **"Severe"** mentally retarded are those students who have potential for training in self-care, social adjustment, and vocationally-related areas rather than academic. During adulthood they may function profitably at home and/or in specialized situations, such as sheltered workshops and supervised living experiences.
>
> The **"Profound"** mentally retarded are those students who are retarded to the extent that they are capable of very little self-care and must have constant attention to survive.

- Specific Learning Disabilities

"Specific learning disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance, or of environmental, cultural or economic disadvantage.

- Behavioral Disorders/Emotionally Disturbed

Behavioral disorders/emotionally disturbed refers to manifestations such as the following exhibited over an extended period of time to a marked degree:

1) Difficulties in learning that cannot be explained by intellectual, sensory, or other health factors;

2) Difficulties in building or maintaining satisfactory interpersonal relationships with peers, parents, and teachers;

3) The general pervasive mood of unhappiness or depression; and

4) A tendency to develop physical symptoms, pains, or fears associated with personal or social problems.

- Speech/Language Disorders

A "language disorder" is reduced ability, whether developmental or acquired, to comprehend or express ideas through spoken, written, or gestural language. The disorder may involve form of language (sounds and sound combinations, forming words, or putting words together in sentences) which is determined by the phonologic, morphologic, and syntactic systems. The disorder may involve the content of language (the meaning of words and combinations of words) which is determined by the semantic system. The disorder may involve the function of language in communication which is determined by the pragmatic system. Language disorders are, therefore, classified as disorders of form, content, and/or function.

A "speech disorder" is difficulty with the mechanics of speech production when speech is the mode of expressing language. Speech disorders may be observed in voice, articulation, or fluency, or in any combination of the above.

- Physically Impaired/Other Health Impaired

Physically and Other Health Impaired children will have a medically diagnosed physical or physiological condition causing educationally related problems. These conditions will require specific material modification, special adaptation, special equipment or therapies. Special education personnel serving these children generally hold certification for the orthopedically impaired.

1) Physically Impaired

a) Physically impaired may refer to muscular or neuromuscular conditions which significantly limit the ability to move about, sit, or manipulate the materials required for learning.

b) Skeletal abnormalities which affect ambulation, posture, and body use necessary in school work.

2) Health Impaired

Health Impaired may refer to disabilities which result in reduced efficiency in school work because of temporary or chronic lack of strength, vitality, or alertness due to health problems.

- Visually Impaired

Visually impaired is a generic term, including both partially sighted and blind, which refers to students with any type of visual impairment and which, even with correction, adversely affects the child's educational performance.

"Partially sighted" refers to the presence of visual acuity so limited as to require specific educational compensation of a significant nature in order for the learning needs of the student to be met adequately by the school. Generally, the partially sighted student has a central visual acuity range of 20/70 to 20/200 in the better eye with best correction by glasses.

"Blind" refers to visual acuity so limited as to require a comprehensive educational program using large print and recorded materials, mobility training, braille skills, self-help and daily care skills development. Generally, the blind student has a central visual acuity of 20/200 or less in the better eye after best correction by glasses or peripheral vision of 20 degrees or less.

- Hearing Impaired

"Hearing impaired" is a generic term including both deaf and hard of hearing which refers to students with any type or degree of hearing loss that has caused an educational deficit.

"Deaf" refers to those hearing impaired students with a loss so severe that it precludes the use of the auditory channel as the primary means of developing speech and language skills.

"Hard of hearing" refers to those hearing impaired students with a permanent or fluctuating loss which is less severe and permits the use of the auditory channel as the primary means of developing speech and language skills.

- Deaf/Blind

Deaf/Blind means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for deaf or blind children.

- Multidisabled

Students who are multidisabled have concomitant impairments (such as mentally retarded-orthopedically, etc.), the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments.

- Autistic

Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has a serious emotional disturbance.

- Traumatic brain injury

Traumatic brain injury means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability of psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual and more abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma

SOURCES: Fiscal Year 1987-88: State Plan for Part B of the Education of the Handicapped Act as Amended by Public Law 94-142, pp. A-11 - A-19. (no date). Missouri Department of Elementary and Secondary Education.

Federal Register. Rules and Regulations, vol. 57, no. 189.

HISTORY OF MISSOURI VRE MODEL

In 1978 a University of Missouri-Columbia project conducted a survey of 257 vocational educators and administrators in 16 area vocational schools in Missouri. The purpose of the study was to identify what vocational teachers and administrators felt to be the most significant problems experienced in mainstreaming students with disabilities into their programs, what role was needed from a support person, and what competencies the support person would require for them to be successful. These roles were identified:

- The academic and personal-social skills of the students with disabilities in regular vocational classes;

- The image of students with disabilities;

- The extra time mainstreaming would require for preparation and for teaching;

- The lack of assistance from support personnel;

- Others' view of the attitude of the disabled toward learning;

- The attitudes of others toward the disabled; and

- General concerns of safety, peer attitudes and prevocational skills of students with disabilities.

The major roles identified on the survey were:

- Working with public relations and inservice training;
- Assisting with job placement and supervision; and
- Assisting with curriculum and social skills needs.

The competencies identified for the VRE were:

- Have knowledge of available resources.
- Have knowledge of effective teaching techniques.
- Possess administrative skills.

The three competencies identified by the study, knowledge of resources, knowledge of teaching techniques, and administrative ability, seem to cover the range of abilities one would need to possess to help overcome the numerous problems identified as common with disabled students mainstreamed into vocational programs. These competencies reflect both internal and external functions.

Internal Knowledge of:
IEP requirements
vocational teaching techniques
special teaching techniques
administrative techniques
vocational evaluation techniques

External Knowledge of:
laws pertinent to persons with disabilities
resource of people
community facilities
jobs appropriate for the disabled
employer-employee procedures

This wide range of identified competencies bears considerable importance to effective planning for training individuals to work as Vocational Resource Educators.